

AR
 PARKVIEW MAGNET HIGH SCHOOL
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 LITTLE ROCK AR 72204
 501-447-2300

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.

We formed a Leadership Team, a committee of building and community representatives, at Parkview Arts / Science Magnet High School to assist with collecting, analyzing and reporting student performance from the 2014-2015 assessments. A major responsibility of the Teams' efforts involved a thorough examination of available test results for both the combined population and EACH subpopulation. Additionally, 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, Graduation Rates, and ACT results over the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. 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. Based on our Data Analysis, we came to the conclusion that even though we met standards in all subgroups, we will focus our efforts on the following subgroups: African American, Hispanic, and Economically Disadvantaged. We will select Interventions and coordinate our various state and federal funding sources to address these areas of greatest need. We have determined that we will focus our efforts on preparation for ACT, as the scores have decreased in the last three years. Additionally, we will focus on Reading College Readiness standards as 37% of students met the benchmark. In math, the lowest identified areas are in Algebra and Geometry with an overall score of 44%. We will focus on solving equations and inequalities, data interpretation and probability, and non-linear functions in Algebra. In Geometry, we will focus on triangles, and coordinate geometry and transformations. 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 Professional Learning Communities monthly. Data that reflects student performance and progress is charted using full faculty meetings and monthly departmental meetings.

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.

Parkview hosts Patriot Academy to assist incoming students in becoming familiar with the expectations of their new school and ensure their success. The Patriot Academy is a two day conference, where incoming 9th graders attend and participate in several orientation activities. The conference is hosted by a committee of teachers and trained upper classmen and also includes a parent information session. The conferences helps students navigate the building,

read and understand a student's block schedule, develop school spirit with the alma mater, and clearly state the requirements in each magnet area. The parent session provides information about helping your child transition successfully, contacting administrators, and how students earn high school credits. Parkview also hosts student "shadow" days, where potential freshmen students are paired with a current freshmen student to go through a day of classes at Parkview. The shadow days give prospective students an opportunity to experience the school culture, rigorous classroom environment, to help determine whether or not Parkview will meet their academic and social needs.

Parkview has several programs to prepare exiting students for success as they leave high school. JAG is a program that gives students who have already identified a career path or obtained a position in the workplace an opportunity to gain experience through actual work. These students have their class schedules crafted so they can attend school and work during the day as well. Parkview hosts and sends students to attend several College Preview days, so that students get the information they need about admission requirements, campus life, and applying for scholarships and financial aid. There are also Financial Aid workshops and workshops on writing scholarship winning essays for parents to attend. Additional programs include Advanced Placement, one semester of Capstone, and NROTC.

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.

Parkview has developed an action plan to address needs of subpopulations of students in Literacy and Math. There have been no state funds allocated for NSLA, ELL, or ALE. Parkview allocates district funds to address needs in Literacy and Math with the following programs and services:

- credit recovery via Edmentum
- Academic Improvement plans
- ESL training
- support for differentiation of instruction
- Data Dashboard to make data driven decisions
- Advanced Placement program
- tutoring as a part of the school day

Parkview allocates Title I funds to address needs in Literacy and Math with the following services and programs:

- Super Saturday Advanced Placement Testing Prep
- English teacher professional development focused on instructional strategies for ESL, AP, PAP
- supplemental assessments for Math and Literacy
- Family Nights for Math and Literacy
- professional development focused on instructional strategies for PAP and AP level Math Courses
- supplementary support of teachers' content knowledge and instructional practices through the employment of Math and Literacy instructional facilitators.

Teacher Quality

4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?

No

If No, describe the plan to ensure that all teachers and instructional paraprofessionals will become highly qualified. Title I schools may only utilize currently highly qualified staff.

At this time, the Parkview Math department holds two teaching vacancies. The district has provided long term substitutes that do not meet the state's definition of highly qualified. Parkview notifies parents with written communication after 30 days when there is a long term substitute providing instruction. Administration is currently screening applicants in efforts to hire highly qualified teachers.

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](#)

Parkview uses the SHI and BMI data to assess the health and wellness of students and devise an action plan to address these needs. The data identified 18.5% of students are categorized as overweight and 24.7% of students are categorized as obese. The Health Education teachers, school nurse are partnering with several organizations to decrease the percentage of students overweight or at risk for overweight. The school has fully implemented required health education course and a required number of years of physical education. The health education and physical education courses cover essential topics on physical activity, healthy eating, special health care needs. Parkview has also fully implemented physical and health education curriculum that promotes community physical activities, physical activity breaks in the classroom, and activity for at least 50% of the time. These actions address the essential topics of healthy eating and physical activity to address the physical education and health education assessment as well as the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework. Parkview offers opportunities before and after school for students to address the physical activity standards. Additionally, Parkview uses Smarter Luncheon techniques to promote healthy food and beverage choices. The school also provides fruits and vegetables through vendors outside of the cafeteria. Parkview integrates nutrition and physical activity into the overall curriculum by designing interdisciplinary units taught by the Science and Health departments. Also, Spanish teachers will include food pyramid vocabulary in Spanish vocabulary lessons. Parkview's Health and Physical Education department hosts professional development sessions that include presentations from various speakers about how to incorporate nutrition and physical activity into lesson plans. Teachers from other departments also pair with Health and Physical Education teachers to teach lessons or plan activities that promote kinesthetic learning. The school uses a sequential curriculum that is consistent with state standards concerning physical activity and nutrition education. The school enforces existing physical education requirements by connecting the fulfillment of those requirements to criteria for high school graduation. The school ensures pursued contracts both encourage healthful eating and reduce school dependence on profits from the sale of foods of minimal nutritional value by providing breakfast and lunch programs that offer a variety of foods in school meals, use Smarter Lunchroom techniques to promote healthy eating, restrict the sale of foods of minimal nutritional value to times after the end of breakfast and lunch meals. These programs and vendors are approved by the Department of Education and the school district's Child Nutrition Department. Parkview's goals for nutrition and physical activity are to host a health fair, bring speakers to discuss issues related to substance abuse, teen driving, diet and exercise habits. Additionally, the school nurse is partnering with Fuel up to Play 60 to implement a program that promotes physical activity and healthy nutrition.

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 does not operate a school based health center or offer school based mental health programs/services.