

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [X] Choice

Name of Principal Mrs. Diane Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Park Magnet School

(As it should appear in the official records)

School Mailing Address 617 Main Street

(If address is P.O. Box, also include street address.)

City Hot Springs State AR Zip Code+4 (9 digits total) 71913-4948

County Garland County State School Code Number\* 2603000

Telephone 501-623-5661 Fax 501-620-7855

Web site/URL http://pm.hssd.net E-mail dianes@hssd.net

Twitter Handle

@Park\_IB\_School Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mrs. Joyce Craft

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: craftj@hssd.net

Other)

District Name Hot Springs School District Tel. 501-524-3372

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Bob Freeman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 7 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	25	62
1	34	28	62
2	32	16	48
3	19	30	49
4	23	30	53
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	145	129	274

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 2 % Asian
  - 12 % Black or African American
  - 7 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 77 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	260
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 8 %  
20 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Spanish, Serbian, French, Tamil, Gujarati
8. Students eligible for free/reduced-priced meals: 49 %  
 Total number students who qualify: 131

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 49 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 1 %  
4 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2009

15. Please summarize your school mission in 25 words or less: Our mission is to engage students in a challenging curriculum that prepares active, compassionate, life-long learners with a respect for diversity.

## **PART III – SUMMARY**

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Park IB Magnet School is located in historic Hot Springs, Arkansas. Hot Springs lies in the shadows of the Ouachita Mountains and draws tourists to enjoy its bath houses filled with therapeutic water from natural hot springs. Hot Springs serves as one of Arkansas' artistic and cultural centers with several well known museums and art centers. The city is home to Hot Springs National Park, the second national park in the United States.

Park is one of four elementary schools within the Hot Springs School District, with an enrollment of approximately 3700 students. Park is the smallest elementary magnet school in the Hot Springs School District, with about 270 students. The Hot Springs School District's ethnic make-up is approximately 38% African American, 17% Hispanic, 39% Caucasian, and 6% other. About 83% of the student population receives free/reduced lunch. The district is completely surrounded by six public and seven private, predominately Caucasian, school districts. The state's School Choice Act has allowed parents in Garland County to cross districts and choose the district they decide is best for their child. As a result of its academic rigor and international curriculum, Park draws approximately 20% of its students from the surrounding public and private schools. Although we do not have a selection process, the principal meets with each new family to explain the discipline and commitment required for students to be successful here at Park IB Magnet.

Park was the first authorized International Baccalaureate Primary Years Program (IB PYP) school in the state of Arkansas. It is currently one of only four IB PYP schools. In addition, Park has been recognized as an AdvancED Accredited school. Park is very proud to consistently rank in the top percentage of schools in the state on the state Benchmark exam. Park has been recognized as the number one elementary school in the state for the past two consecutive years (2012-2013, 2013-2014), as a result of its high-achieving scores. In 2014, third/fourth grade scored 100% advanced/proficient in math and scored 99% advanced/proficient in literacy. Park has also been named an Exemplary School for two years by the Arkansas Department of Education. Currently Park is ranked first out of 569 elementary schools by the Office of Educational Policy in the state of Arkansas.

Park is committed to engaging students in a rigorous and challenging curriculum that develops compassionate, knowledgeable, life-long learners who are empowered to create a more peaceful world through an understanding and respect of cultural diversity.

When students enter our building they enter a world where learning through inquiry is the focus of all that is done. Students at Park enter with a smile and are greeted with a smile. Students are treated with respect and their thoughts and opinions are a valuable part of their school day. Upon entering the building one cannot help but notice the student work proudly displayed throughout the building. The walls of the building are set up to allow visitors to see student learning and to provide a visual communication of the skills and learning engagements being addressed within the units of inquiry.

Park is dedicated to the development and education of the whole child. We have implemented several new initiatives and programs, such as Positive Behavior Intervention Supports (PBIS), No Place for Hate, and The Leadership and Learning Center model for school-based data teams. We have also partnered with Arkansas Learning Through the Arts to expose our students to the arts through literacy and arts instruction in the classroom. Our students have had the opportunity to learn from Arkansas artists the art of spoken poetry, folk music and songwriting, pottery, and African drumming. We have also added archery to our physical education classes and GoNoodle brain breaks to our classroom curriculum.

The addition of the data team process has been one of the biggest indicators of our success. Each week, our teachers meet for an hour in grade level data teams. The data teams provide a structure for the teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs. This structure has allowed our teachers to break down the mindset of "close my classroom door and teach" and create instead truly collaborative, transparent teams of educators who continuously reflect on and improve their practice.

Opportunities for student action are encouraged at Park. Students are taught to reflect upon what they have learned, choose a way that they can make the world a better place because of that learning, and take action. Many student-initiated service learning projects are embarked upon and carried out by students at all grade levels.

Park was honored to receive the Blue Ribbon Award in 2009 from the National Blue Ribbon Schools Program. We are the only recipient of this award in our county of seven school districts so receiving this award spotlighted our district in a positive way in our county. Our district has been positively impacted after receiving this award because our Central Office staff has asked our teachers and staff to provide professional development of best practices for the other schools in our district. This has provided an opportunity to collaborate with other teachers in our district for curriculum meetings and alignment. In turn, this has brought a cohesiveness and spirit of collaboration to our district. It has also opened the door for us to share our best practices with other school districts in Arkansas, along with those of surrounding states.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Through rigorous, comprehensive and balanced curricula coupled with challenging assessments, Park IB Magnet School strives to develop individual talents of young people and teach them to relate the experience of the classroom to realities of the world. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of global awareness, as well as understanding and responsible citizenship. Students will become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

Inquiry-based teaching is the main method of delivery that teachers use in their classrooms. We believe that the inquiry-based approach to teaching and learning provides a curriculum that is student-driven, engaging, challenging, relevant and significant. This approach emphasizes the active construction of meaning and moves the teacher beyond an emphasis of just covering the skills and standards but taking students to a deeper level of understanding.

The Common Core State Standards (CCSS), along with Science and Social Studies state frameworks are aligned into a Program of Inquiry (POI) consisting of six transdisciplinary units of inquiry at each grade level. These units embed the core curriculum areas - language arts, math, social studies, and science. The writing of the units of inquiry is a collaborative effort among teachers, specialists and administrators to ensure that the units incorporate CCSS, state frameworks, and subject disciplines. At our school, teachers meet in grade level teams each week with the PYP Curriculum Coordinator to design relevant learning engagements and authentic formative and summative assessments within the units of inquiry. Each unit of inquiry has a concept-based central idea or an enduring understanding that guides the inquiry, authentic formative and summative assessments and meaningful learning engagements.

The CCSS ELA standards are infused into the units of inquiry. Our literacy instruction is characterized by a balance of direct explicit instruction with inquiry learning; a gradual release approach from modeling and direct explanation to self-regulation; a focus on higher order thinking skills, providing continuous opportunities for students to read and write across all disciplines; and use of a variety of high quality literature and nonfiction materials.

The core reading instruction at Park IB is Comprehensive Literacy. This methodology was chosen based on our firm belief that we have an obligation to ensure that all students achieve at their highest potential, keep a strict academic focus, and maintain active engagement. Comprehensive Literacy requires teachers to develop a depth of understanding of the reading process, learning theory, and brain-based instructional practices. Through frequent monitoring of student learning, teachers reflect on instruction to determine necessary adjustments. This method is student-centered, using the workshop approach to better meet students' needs through mainly small-group instruction.

The CCSS Math standards are infused within the units of inquiry using Math Investigations, an inquiry - based math program and Cognitively Guided Instruction (CGI). With the adoption of the CCSS, our school believed that Math Investigations was not fully meeting the rigorous standards and developing the critical thinking skills that the CCSS expect, so we added CGI to our math curriculum. CGI is an approach to teaching math that builds on students' natural problem-solving strategies. It shows how our students think about math and allows the teacher to correct any misconceptions the students may have and further develop their problem-solving strategies. CGI has been an integral part of our students deepening their understanding of math concepts. The students have developed critical-thinking skills using the CGI method to explain not only the "how" but the "why" when solving math problems.

Social studies standards based on the Arkansas state frameworks are embedded into the units of inquiry. Trade books and various instructional materials and supplies are purchased to support, extend, and enrich the units of inquiry. There is also a focus on providing resources that help the students make global

connections to their learning.

Science standards based on the Arkansas state frameworks are also embedded into the units of inquiry with an emphasis on STEM integration. Again, trade books and various instructional materials and supplies are purchased to support, extend, and enrich the units of inquiry. A focus on hands-on experiences such as composting, gardening, hatching chicks, recycling and several scientific investigations and experiments encourage students to think critically, solve problems, and make real world connections.

## **2. Other Curriculum Areas:**

The mission at Park is to provide students with the skills necessary to compete in the global society of the 21st century. It is for that reason that technology is infused throughout the curriculum at Park. Technology is utilized daily at every grade level and students have many different forms of technology readily available for their use. Technology is evident in the classrooms and integrated throughout the units of inquiry in all subject disciplines. Our third and fourth grade classrooms are 1:1 with each student having an iPad while our K-2 students have one iPad to every 2-3 students. Each teacher also has been given an iPad and Chromebook to use each day in the classroom to support instruction and to take home for further planning. A classroom set of 30 Chromebooks is also available for classes to check out. Each classroom has four desktop computers for student use. Each classroom is equipped with a Promethean interactive whiteboard and ELMO document camera. The school has a technology lab that is taught by a certified technology teacher. Students learn how to research using the internet, use word processing software in various ways and how to present the concepts and skills they are learning using multimedia. Students are also taught several Web 2.0 applications. Students begin to learn PowerPoint and Microsoft Paint in kindergarten and their skills increase as they advance in age. In kindergarten, students learn to create a slide on PowerPoint and how to insert text and make basic modifications to the slide. By fourth grade, the students have learned how to create an entire presentation complete with movie and sounds. Students also learn how to use Photostory and MovieMaker, and how to blog about various topics such as literature and global issues. The students use their iPads for differentiation, remediation, and enrichment. Students have used their iPads to create photo essays of field trips by downloading pictures and adding text to applications such as PicCollage. They have also used the iPads and QR Code applications to gather information and learn about new concepts. The students use various iPad applications to demonstrate their understanding of concepts learned and have combined several applications for this purpose through app-smashing.

In addition to the multicultural units of inquiry studied at each grade level, all students enrolled at Park participate in a variety of special classes. All students attend a total of 90 minutes of Spanish classes a week in which they learn to converse and understand the Spanish language. Students also learn about the culture of many Spanish speaking countries and learn to appreciate Spanish celebrations such as Day of the Dead and the Quinceanara. Our school also has an after school Spanish club which focuses on sharing the Spanish culture with the community and meeting the needs of our community through service projects. All students attend art classes for an hour a week. Art class is taught by a certified art teacher and permits students to enhance and project their creative sides. Students learn about and create several different art forms. Art history is also included as the students learn about important artists and time periods. Student work is displayed throughout the building and has been displayed in local galleries in the city of Hot Springs and entered into several art competitions. The students' art is also displayed in an online gallery, artsonia.com. Forty-five minutes each week of music classes allow all students to learn to play rhythm instruments, sing songs and study a variety of famous musicians. The students engage in musical appreciation, culture and craft. Sixty minutes per week of physical education classes teach students the importance of fitness, exercise and nutrition. All students learn the basics of several different sports along with the importance of displaying positive sportsmanship. Park has started an archery team after school that competes locally with other schools. The media center is always open to students and is set up to be a research center well equipped with computers, reference materials, and a knowledgeable media specialist available to assist students as they are conducting research. The single-subject specialist teachers work collaboratively with the classroom teachers and PYP coordinator to integrate their disciplines into the classroom units of inquiry, whenever possible, to create a transdisciplinary approach to teaching and learning.

### **3. Instructional Methods and Interventions:**

Our classroom teachers meet the needs of our students by using pre/post, formative, and diagnostic assessments and providing differentiation for all students. This informs the instruction and determines the differentiation the teacher will employ to meet the students' needs.

Through the units of inquiry taught at each grade level, the instruction at Park is differentiated to provide each student with an opportunity to work at a challenging level. All students in a classroom work under the same central idea; however, through the student questions that are formulated during the unit of inquiry, student learning becomes individualized to meet each child's needs, interests, and academic levels.

Allowing student choice provides students the opportunity to present the ideas learned in a way that is best suited to that particular student and learning style. As long as students meet the assessment criteria, they are free to present their learning in any way they see fit, such as creating a multimedia product, making a poster, performing a skit or play, writing a report, or choosing to present the information orally. The assessment criterion is decided upon collaboratively by the teacher and students as the assessment rubrics/checklists are being generated. Student choice is very evident in the student work displayed in the hallways as you see learning presented in various forms and mediums.

Our school is not structured to meet the needs of the academically-challenged learner outside of the classroom because we are not staffed with intervention or special-education teachers. All remediation support comes from the classroom teacher. Our teachers have high-expectations for all students and even our lowest students rise to the challenge. The teacher meets the needs of these students through scaffolding, and individual and/or small group instruction. The use of technology is another strategy the teacher uses to differentiate instruction and meet the needs of all learners in the classroom.

Our grade level data teams have become an integral part of meeting the needs of our students. Data teams provide teachers the opportunity to meet weekly analyzing where our students are, what instructional strategies they can incorporate into their teaching, and determining if students are making growth. This allows the teacher to differentiate teaching and learning for the students and to individualize their instruction to meet them where they are, moving them along the path to success.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The Augmented Benchmark Exam is a norm-referenced and criterion-referenced assessment used to measure student success in reading, mathematics, language, and vocabulary. Achievement levels for the norm-referenced test gives us the national percentile rank. Student achievement levels of performance for the Augmented Benchmark Exam are advanced, proficient, basic, and below basic. Students scoring above the 50th percentile are meeting the state's proficiency levels of advanced or proficient.

Using the cut scores from the State of Arkansas, students performing below the 50th percentile are identified as needing additional support. Those students receive an Academic Improvement Plan (AIP) in math and/or literacy. This is a detailed plan of remediation and strategies that addresses each area of student deficiency.

Our scores have been consistently high, so we as a staff decided to challenge ourselves to raise the bar and target raising our advanced scores

Upon disaggregating the Benchmark data for third grade, trends over the last five years show growth in reading for advanced was a gain of 17%, while growth in math for advanced was a gain of 4%.

Fourth grade scores remained 100% all five years in both math and literacy. Our growth in reading for advanced was a gain of 5%, while growth in math for advanced was 3%.

Park's literacy scores for 3rd grade show growth in three sub-groups for advanced: 9% Free and Reduced, 7% African American, and 24% Caucasian. Math reflects growth in two of the three sub-groups with 14% Free and Reduced and 11% Caucasian. While African American scores remained at 100% for proficient/advanced combined during the five-year span, advanced scores dropped from 70% to 56%.

Literacy scores for 4th grade reflected growth in all three sub-groups for advanced: 3% Free and Reduced and 7% Caucasian, and African American remained at 100%. The African American sub-group experienced a severe drop of 50% in 2010-2011 but has rebounded back to 100%. Math scores also show growth over the five years: 10% Free and Reduced, 33% African American and 4% Caucasian.

These results are attributed to using data to drive our instruction and the commitment of our teachers to do what is best for students. It is only through our data teams, small group interventions, before and after school tutoring, parent nights, common planning time for IB, data teams and PLC's that we see such amazing results.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Park utilizes assessments, both formally and informally, to monitor student progress and to inform instruction. Data is collected from our State Augmented Benchmark Assessment, IOWA Test of Basic Skills (ITBS), Measures of Academic Progress (MAP), Direct Reading Assessment (DRA), The Learning Institute (TLI) as well as anecdotal notes, checklists, rubrics and running records. Our grade-level data teams follow a six-step process: collect and chart data; analyze data and prioritize needs; set, review and revise incremental SMART goals; select common instructional strategies; determine results indicators; monitor and evaluate results. Following this process with fidelity has taken our classroom instruction and student achievement to new levels.

Park is committed to prompt and regular feedback to students, parents, and community of student performance. Parents' access to their child's grades is provided through eSchool+, a web-based reporting system. Grade reports are provided to the parents at interim and the end of each nine-weeks grading period. Two student-led parent/teacher conferences a year are conducted to inform parents of their child's progress. Teachers are in constant contact with parents regarding their child's progress and, if needed, together form a plan to help the student meet their academic goals. A portfolio of student work and assessments informs

parents of student performance and growth. Although parents receive assessment data from a variety of sources with detailed instructions on how to interpret the results, parents are encouraged to seek any needed clarification from the teachers, school counselor, or administration.

The school's performance is provided to parents and the community through an annual State of the School Address. Results are published on the Arkansas Department of Education's website and a report of individual student and overall school performance is mailed to parents of all public school students in the state every year.

Park's commitment to data-driven instruction has been the driving force of school improvement decisions for the past four years.

## **Part VI School Support**

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### **1. School Climate/Culture**

It is strongly believed by Park's staff, parents, and students that the success the school has enjoyed over the years is a direct result of high expectations, developing a rigorous and challenging curriculum through inquiry, and embracing parent involvement, all while caring for the whole child.

Park has a Consolidated School Health Team that supports the development of the academic, emotional, and physical needs of the whole child. Our teachers have been trained and refer a student if they see a need. This team meets weekly to discuss and act on any area that could prevent a child from learning. Through this team, we have enlisted the help of many in the community by assisting families with clothing, food, medical and utility needs. It is also through this team that referrals are made to our school-based mental health teams.

Our guidance counselor meets with small groups of students throughout the year giving them a chance to talk to other students in similar situations. The Banana Splits are for those whose parents are separated or divorced, New Kids on the Block are for students new to our school, and Friends are for those that are having trouble getting along with their peers. She also teaches classroom lessons that promote the social and emotional well-being of our students. Park has also offered evening parenting classes of Love and Logic and Parenting the Strong-Willed Child.

Park participates in the Positive Behavior Interventions and Supports (PBIS) program. Through this program, Park students are given a voice to help develop a matrix of rules and procedures for the common areas in our building. This matrix provides a common framework of expectations for all students. Students are rewarded with a celebration for positive decision making at the end of each quarter. Lights on learning was initiated to alleviate tardies in a positive way. This initiative showed a positive impact on our student attendance.

Park staff is like a family. They are supportive of each other and have developed friendships in and out of school. A majority of Park's teachers have been here several years and have a vested interest in this school and the IB Program. There is very little turnover with this staff. Our teachers are surveyed several times a year to insure their needs are being met. The staff enjoys time built into their schedules to collaborate both vertically and horizontally, building community with other schools. In an effort to create a positive environment, the teachers are often treated to a Starbuck's coffee cart, a Sonic drink, or their favorite candy bar to show our appreciation.

### **2. Engaging Families and Community**

At Park IB Magnet, we believe one of the key components for student success is effective communication and engagement between students, parents, and community. We provide a variety of opportunities for involvement through our Parent Teacher Organization and other school sponsored events, such as family movie night and spring carnival. With the funds raised through these events, the PTO has generously supported our school.

To improve student performance, parents have computer access to their individual, password-protected Home Access Center (HAC) account in eSchool, which enables the parents to view their child's grades in all subject areas. Agenda books are sent home daily and Communication Folders are sent home each Tuesday as a means to keep families informed of academic and behavioral progress. A school-wide newsletter as well as classroom newsletters are sent home weekly. We use an automated phone system for important messages, voice and text, to reach all parents. Most of our faculty uses Instagram and Twitter to provide parents a snapshot of student learning during the day, homework, and special event reminders. Four honor assemblies are held each school year to reward academic achievement.

We begin each year with an Open House inviting students and parents to come meet their teacher and visit their classroom to eliminate any first day jitters. Each grade level hosts Parent Learning Nights. We use this time to inform parents what we are teaching the students. These collaborative sessions include technology, math, literacy, instructional strategies, and test taking strategies and are very well attended.

We have reached out to our community to support our curriculum by bringing in guest speakers on topics such as government, laws, weather, careers, global issues and digital citizenship.

You will always find parent volunteers in our building helping with reading and writing in the classroom, working stations on field day, as well as PBIS celebrations. Our parents provide snacks in the teachers' lounge, attend parent luncheons with their children, and organize our book fair. Our district recognizes our parents by hosting a volunteer reception in their honor.

Park provides opportunities for volunteers and community to work together. Our counselor works with parents, local businesses and community agencies to help meet the needs of our students and families through backpacks filled with food, providing shoes and clothing, as well as food and toys for the holidays. It is our belief, meeting our students emotional and physical needs leads to student achievement.

### **3. Professional Development**

Park takes a proactive and intentional approach to professional development. We believe it should be ongoing, frequent, relevant, specific and timely. We make decisions based on student/ teacher needs, curriculum/technology demands, International Baccalaureate Organization (IB) requirements , and district/state-mandated initiatives.

Our teachers are highly trained in best practices developed by the implementation of the Primary Years Program and standards set forth by the IB which requires all staff to have Category 1 training which provides an introduction to the Primary Years Program curriculum model. The IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the program.

Arkansas requires educators to complete a minimum of 60 hours of professional development each year. Park teachers are committed to personal and professional growth. They believe it is directly correlated to student achievement going above and beyond what is required.

Literacy professional development includes Daily 5, Early Learning Literacy in Arkansas (ELLA), Effective Literacy, and Comprehensive Literacy. As teachers have expressed interest and need, we have providing training in close reading, questioning, inquiry, Depth of Knowledge, and Lucy Calkins writing program. This training has supported our commitment to using best practices in the classroom.

Training in Cognitively Guided Instruction (CGI) has strengthened math instruction in the classroom. CGI has helped teachers understand students' mathematical thinking and processing, extend their thinking, and explore different strategies for problem-solving.

Park teachers and staff have had the opportunity to visit other schools, attend local training provided by our district and cooperative education center, travel out-of-state for nationally-recognized professional development conferences, participate in book studies, view videos and webinars, and provide professional development to other educators in our district and beyond. Our principal arranged a surprise session of professional development at her home and modeled best practices for the staff. The first day of school, teachers were using those same practices with their students.

As a result of the adoption of Common Core State Standards and the Teacher Excellence Support System (TESS), Park staff has received extensive training on these two initiatives for the past five-years.

Our school continues to look for opportunities to grow and develop our teachers professionally by making professional development a priority. Park develops a five-year plan to support teachers' instructional practices that promotes student achievement.

#### **4. School Leadership**

At Park Magnet, our philosophy is grounded with a teamwork approach to success. We are a small staff that has high expectations for our students, parents, as well as ourselves. Administration, teachers and staff embrace a hands-on approach, doing what is necessary to get the job done, ensuring a safe and healthy environment, communicating with families and community, ensuring that instructional practices meet the needs of all students. All decisions are based on what is best for Park students, thus ensuring student success.

Park's leadership consists of the principal and a core curriculum leadership team comprised of the International Baccalaureate Primary Years Program (IB PYP) Coordinator, guidance counselor and our Parent Involvement Coordinator. This team collaborates on a regular basis to support and implement school based decisions. Leadership at Park is a shared responsibility. Park's leadership team values input from all stakeholders and seeks feedback throughout the year by surveying parents, students, and staff. Although state frameworks guide us, the leadership team encourages teachers to be risk-takers and step outside of the box trying new ideas while inviting peers into their classroom to share practices that are facilitating student success.

In addition to acting as the instructional leader, supervising and evaluating the teaching staff, the principal serves as the head of the core curriculum leadership team and fosters a professional climate of respect, rapport, and teamwork. Leading by example, she attends and collaborates with data teams, IB Planner meetings, and PLC's at each grade level. She is a communicator, encouraging and supporting staff through weekly newsletters. There is an open door policy where students, parents, and staff share their celebrations and concerns.

Park Magnet considers itself a family with parents, teachers, students and community members. This is evident in the participation and attendance of various activities and events such as Student-led Conferences, 4th Grade Exhibition, Talent Show and Musical performances. We believe all stakeholders are active participants in the ownership of student success.

Building relationships is a high priority at Park. Kindergarten students eagerly line up to read their writing journals to the principal daily. Students love to share their writing and hear their principal tell them, "It makes my heart sing!" Her very favorite part of her job is being in the classrooms watching teachers teach and facilitate, while students inquire and learn. It doesn't get any better than that! It is these things that impact the success of our school.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Augmented Benchmark Examination</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Arkansas Comprehensive Testing Assessment and Accountability Program</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	98	100	100	100	100
Exceeds Standard	82	91	84	90	78
Number of students tested	57	45	43	70	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	100	100	100	100	95
Exceeds Standard	73	90	81	86	58
Number of students tested	33	21	16	29	19
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	56	67	100	86	70
Number of students tested	9	3	2	7	10
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	94	92	83	92	83
Number of students tested	34	37	35	50	24
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Augmented Benchmark Examination</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Arkansas Comprehensive Testing Assessment and Accountability Program</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	100	100	98	91	100
Exceeds Standard	91	98	86	74	88
Number of students tested	44	40	66	46	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	100	100	97	86	93
Exceeds Standard	90	100	81	57	80
Number of students tested	21	22	31	21	15
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above	100	100	83	84	100
Exceeds Standard	100	100	83	67	67
Number of students tested	4	3	6	12	3
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	100	100	100	96	97
Exceeds Standard	89	97	85	76	85
Number of students tested	36	31	48	25	34
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Augmented Benchmark Examination</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Arkansas Comprehensive Testing Assessment and Accountability Program</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	97	98	95	96	97
Exceeds Standard	86	89	79	67	69
Number of students tested	57	45	43	70	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	94	100	94	97	89
Exceeds Standard	79	95	75	59	68
Number of students tested	33	21	16	29	19
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above	89	100	100	100	90
Exceeds Standard	67	67	100	57	60
Number of students tested	9	3	2	7	10
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	97	97	94	96	100
Exceeds Standard	91	92	77	76	67
Number of students tested	34	37	35	50	24
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Augmented Benchmark Examination</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Arkansas Comprehensive Testing Assessment and Accountability Program</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	93	83	82	67	88
Number of students tested	44	40	66	46	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	90	82	77	52	87
Number of students tested	21	22	31	21	15
<b>2. Students receiving Special Education</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	100	100	83	50	100
Number of students tested	4	3	6	12	3
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	92	77	85	72	85
Number of students tested	36	31	48	25	34
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:**