

AR
 Don Roberts Elementary School
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 Little Rock AR 72223
 501-447-8300

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.

Roberts Elementary's perception data from the staff and community communicates that the school is meeting most of the needs of all students including educationally disadvantaged students. This perception data aligns with student achievement data, school programs/process data, and demographic data. The data indicates a need for specific and direct instruction/interventions that targets our educationally disadvantaged students (LEP, economically disadvantaged, and students with disabilities) specific and actual needs in their deficit areas.

Due to not having data from our PARCC assessment, a comprehensive needs assessment was completed in the areas of math and literacy for the 2014-15 school year. The analysis of Qualls Early Learning Inventory, Comprehensive Screening Assessments (CSA), LRSD Writing Assessment, and Writing, Reading Assessment Profile (W.R.A.P.) data gives us a snapshot of the achievement levels of our students.

- perception data
 - staff survey
 - parent survey
- student achievement data
 - ITBS (2014-2015 1st-2nd)
 - ACTAAP (2013 - 2014 3-5)
 - WRAP (K-2)
 - Slosson (K-2)
 - SMI (2-5)
 - RTI (1-5)
 - QUALLS (K, 1-2 if new to district)
- school programs/process data
- demographic data
 - data available on School Demographics page

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.

Each year in the spring prior to students entering kindergarten, our kindergarten teachers conduct a Kindergarten Roundup where pre-school children are invited to participate in activities in the classroom and on the playground as well as touring the school. Information is shared with parents regarding policies, procedures, and kindergarten readiness indicators which contribute to parents and students feeling confident in transitioning to kindergarten. Administrators, our nurse, counselors and other specialists are also available to answer any questions for parents.

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.**

All students at Roberts Elementary School will have access to and engage in a rigorous, standards-based core curriculum that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on "best" instructional "practices" (i.e., differentiated instruction). When students have difficulty reaching their designated learning targets, the instructional staff at Roberts Elementary will support those students with supplemental, tiered instructional interventions.

The reading teacher will provide targeted, supplemental, small group interventions on a daily basis to students in first-third grades and will include kindergarten students the second semester who demonstrate considerable difficulties in reading and/or writing. The instructional math facilitator provides technical support for teachers and interventions for students who have not reached a proficient level, particularly our economically disadvantaged and students with disabilities subgroups.

The students who receive student services under IDEA will receive targeted small group instruction through Project Flight in addition to regular services. Project Flight is a special education literacy/language program that sets high expectations for all students who receive special education services. The goal is to provide intense instruction in foundational skills to promote independence, generalization of skills within the general education classroom, and ultimately the attainment of common core state standards. Project Flight reduces the duplication of special education services because both resource teachers and speech pathologists provide services via a rotation schedule in the same setting utilizing one block of time. Special Education teachers and Speech Language Pathologists will provide targeted, foundational small group instruction on a weekly basis to students in grades 2-4 who receive special education services. Instruction is tailored for each student based on individualized education plans and identifiable needs of the student. Rosetta Stone will be used to assist in language acquisition for targeted ELL students.

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.

Yes, all teachers that are required by NCLB to be highly qualified have met the state's definition of being highly qualified.

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](#)

To promote nutrition education with the objective of improving student health and decreasing childhood obesity, our school:

- Implements physical activity and nutrition guidelines as outlined in Act 1220.
- Completes and analyzes the School Health Index annually or as required.
- Measures and reports to parents or guardians the Body Mass Index (BMI) of each student as directed by the LRSD.
- Highlights special wellness events and issues on KROB News.
- Schedules students for 150 minutes per week of physical education or physical activity.
- Sponsors a yearly "Field Day" to promote physical education and the spirit of competition.
- Promotes Red Ribbon Week Activities to advocate a healthy and drug-free lifestyle.
- Promotes wellness by taking pro-active measures to prevent and or control the spread of influenza or other communicable diseases. Measures include staff and student education as well as anti-bacterial supplies. Throughout the year information is shared with staff using email and posters that alert staff of medical issues that are within the community.
- Sponsors a flu vaccination clinic through the Health Dept.
- Sponsors a blood drive in association with the American Red Cross.
- Forms a Pandemic Flu Team comprised of the nurse, counselor, a specialist and principal implementing an emergency plan as needed. The nurse will observe for trends and illnesses.
- Supports school-wide events that promote wellness (i.e. Kids Marathon Run, Jump Rope for Heart, and Hoops for Heart, etc.)
- Promotes extra curricular activities including Flag Line, Cheerleading, Gardening and girls & boys basketball. "First Tee" (golf) & Martial Arts are implemented within the physical education curriculum.
- Creates a family fitness calendar that will be posted on our website and used by parents and students.

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?

Roberts partners with the STRIVE program through UAMS. Students exhibiting behavioral/mental health issues that affect classroom learning are partnered with STRIVE counselors to receive services to ensure success in the classroom. These services include medication management, crisis intervention/stabilization, behavior modification and skill building. Counselors also can provide services to families through group and family therapy.