

AR
 Rockefeller Elementary School
 700 East 17th St
 Little Rock AR 72206
 501-447-6200

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.

LITERACY PRIORITY

COMPREHENSIVE NEEDS ASSESSMENT (NARRATIVE ONLY)

School Level Data

The building level review of the data included state mandated assessments, district assessments and/or perceptual surveys from 2012 - 2014. The assessment results analyzed from 2014 were the following: ITBS, ACTAPP, SOAR. Our team compared our most current data with the results from 2012 and 2014. Since our 2014 data, our literacy scores decreased with an average of at least 63.87% of students in the "All Students" group scoring at the proficient level. It is disconcerting, however, that we have not experienced any significant gains in the last three years.

To monitor our students' academic achievement and performance appropriately, our data sources will shift throughout the year. During our first quarter, we selected our annual beginning-of-the-year assessments in Literacy (Developmental Reading Assessment-DRA and a Writing Prompt) and Math (Scholastic Math Inventory-SMI) to assist us with developing a baseline of performance for our students and instructional staff. In quarters 2, 3 and 4, our data focus will shift to the SOAR, Common Formative Assessments-CFAs, and/or other Progress Monitoring tools to address our instructional practices so that we can better support students' academic needs. We will update our plan as needed to reflect our progress and these changes.

Overall Student Performance

The vast majority of our students made academic gains in literacy. In Reading, the fourth and fifth grade students had a better understanding of open response items in literary, content, and informational text than the third grade students. Our students demonstrated an understanding of the overall meaning of what they read. They were able to expand ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. In Writing, students demonstrated reasonable control in sentence formation, usage, and mechanics. Our students are currently, more proficient in their reading comprehension skills than they are in writing, and performed better on multiple choice items than open response items. The areas of particular concern include open response items in reading and content and style in writing.

Our team identified both grade level deficiencies and deficiencies that were evident across all grade levels. To address these deficiencies, we will follow a recommendation made in our Scholastic Audit to use professional learning communities (PLCs) with our staff. Vertical and horizontal planning will provide opportunities for the staff to review the curriculum content and develop effective instructional strategies to improve student performance in literacy. These planning opportunities will ensure that our staff clearly communicates, understands and embeds those concepts identified in our deficit areas in planning and instruction.

Overall Staff Performance

The Arkansas Benchmark Exam was the primary assessment used to determine our students' literacy academic abilities in four areas: Reading-Literacy Passage; Reading- Content Passage; Reading-Practical Passage and Writing. Based on the results of our combined population, over 50% of the students tested in the combined grade levels (3rd, 4th, and 5th) were proficient.

To improve student academic performance in all literacy skill areas, our professional development will focus more on the selection and use of research-based instructional strategies to ensure that more of our students are proficient. Our school's instructional leadership team will use Focus Walks to monitor our teachers' instructional practices. We will use intermittent measurable objectives (IMOs) to monitor both our students' academic achievement as well as changes in our teachers' instructional practices.

Professional Development Needs

A Professional Development Needs Inventory was given to teachers. Teachers were given an opportunity to identify specific professional development needs in Literacy and Math. The data was analyzed to determine the highest needs. The professional development will be scheduled throughout the school year.

Significant Concerns

The results from our combined population or "All Students Group" were promising; however, one of our ESEA subgroups performed much lower than the other ESEA subgroups represented in our building. Our Students with Disabilities subgroup had the most difficulty with the Benchmark Assessment.

School Improvement Practices

Our school is committed to providing a "guaranteed and viable curriculum" for all of our students. In addition to the common core state standards, our curriculum will include both Targeted (i.e., City Year tutors, Saturday tutoring, AVID etc.) and Intensive (i.e., Read 180, Reading Recovery etc.) research-based interventions to support the curriculum and instructional needs of our students.

Our school reading specialist will work with students in grades K-3 who are reading below grade level. She provides small group intervention in forty minute increments. Currently, she is servicing seven groups of students. Multiple forms of data (Iowa, DRA/WRAP, Slossen Oral Reading, and Oral Reading Records) was used to determine students' reading levels and placement.

To address the needs of teachers, vertical and horizontal teaming will enhance job embedded professional development provided by our school's literacy facilitator. Effective "coaching" is a proven research-based strategy that will benefit the entire literacy staff in our school. Our facilitator will provide on-site and ongoing professional development to support both the curriculum and instructional needs of our teachers. In addition to the literacy facilitator, the building level leadership team lead by our principal will also support teachers' content area needs as teachers develop and use more effective instructional strategies as they provide literacy instruction.

Our Plan of Actions

As a Title I School-wide Program, we will use supplementary funding to support those research-based activities intended to promote school-wide reform. Our reform strategies will ensure that our students have access to scientifically-based instructional strategies and challenging academic content. We will also improve the quality of instruction by providing our staff with substantial opportunities for consistent and comprehensive professional development.

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.

The plan of action for assisting preschool students through their transition from their early childhood program into our school's elementary program is create a collaborative working team with the Rockefeller and surrounding Daycare parent organizations. The school will facilitate an open house in the fall via the Back to School Bash as well as A Kindergartent Round Up(Spring) will be planned for all potential students. The parent center will be provided with literature on kindergarten readiness and success in kindergarten. We will have our nursing staff prepare informational packet for with wellness information for rising pre kindergarten students.

The plan of action for assisting fifth grade students through their transition from elementary school into our middle school program is create a collaborative working team with the Rockefeller and surrounding middle schools and parent organizations. The school will facilitate communication about open houses in the spring parent links and newsletter as well as visit to two of the primary feeder schools(Spring) will be planned for all potential students. The parent center will be provided with literature on middle school transition and success with teenagers. We will have our nursing staff prepare informational packet for with wellness information for rising middle school students. The counselor will provide scheduling advise to students and parente on course selection and expectation. The teachers will assist with teaching organization.

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.

The law requires a local educational agency (LEA) to have an approved plan in place in order to receive monies under Title I. Section 1120(a)(1) requires that the plan for Title I be coordinated with the other programs under the Elementary and Secondary Education Act of 1965 (ESEA) and other federal programs. Section 1112(b)(1)(D) requires that the plan include strategies for coordination with Title II, Part A. Section 1112 (b)(1)(E) requires the plan to describe how Title I services will be integrated and coordinated with programs for preschool children and programs for other special populations in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The law also contains specific requirements for the coordination between Head Start and Title I or other programs for early childhood development and specific requirements for targeted assistance schools.

Federal education programs include a variety of program-specific fiscal requirements, which are essentially "tests" LEAs must use to verify they are spending program funds on extra costs. These tests include:

- Supplement not supplant;
- Maintenance of effort;
- Comparability (Title I, Part A); and
- Excess cost (IDEA, Part B).

As with any costs, the LEA must ensure that the costs being moved to federal funds are allowable under the relevant federal program.

When an LEA decides to integrate multiple federal funding sources to support a single project, there are important administrative considerations that must be taken into account. Specifically, the LEA must be able to demonstrate the costs charged to each federal program were allocable to that program. To demonstrate that costs were allocable, the LEA must maintain:

- Time and effort records to demonstrate employees paid with federal funds benefitted the federal programs that paid their salaries;
- Inventory management records to demonstrate items purchased with federal funds benefitted the federal programs that paid for the item; and
- Financial management records that permit the tracing of costs to specific funding sources.

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](#)

Required Wellness Strategies (Act 1220 of 2003)

- How is the school utilizing the School Health Index assessment and the Student Body Mass Index Data to contribute to improving student health and achievement? (*Statement of barriers to student health and achievement based on these required data sources.*) **We use this data when writing lesson plans and modify certain activities to help students achieve optimal**

results. We have quickly realized that BMI is not an indicator in a student's success in PE class.

- How is the school comparing the physical education and health education assessment from the School Health Index assessment to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework? **We are examining if the results of the assessments limit us from still reaching Arkansas standards when teaching PE class. We have found thus far that students are still able to achieve standards based on lesson planning and certain modifications even if they scored below basic in the assessment.**
- How is the school assisting with the implementation of the nutrition and physical activity standards developed by the school nutrition and physical advisory committee (District Wellness Committee) with the approval of the Arkansas Department of Education and State Board of Health? **We have a nutrition specialist come to see students once a month to educate them on proper nutrition and how it relates to health and wellness. I also make it a point to discuss proper nutrition and how it is important to start healthy habits that will carry over into adulthood. Informational pamphlets are also sent home with students when Nutritional Specialists comes to education students' families on how easy it is to maintain healthy eating at home.**
- How is the school integrating nutrition and physical activity into the overall curriculum? **Again, we have a nutrition specialist that comes into to educate students. Furthermore, she hands out worksheets and assessments to classroom teachers so students can learn in their classroom; as well as bring information home to their families.**
- How is the school ensuring that professional development for staff includes nutrition and physical activity issues? **Classroom teachers utilize brain-breaks during lesson on GoNoodle.com as well as our Nutrition Specialist speaking to classroom teachers about ways they can teach nutrition in the classroom.**
- How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity? **Nutrition Specialist speaking with classes as well as educating myself on grade appropriate information I can implement during lessons.**
- How is the school enforcing existing physical education requirements? **Lesson plans are developed strictly off of state and national PE standards.**
- How does the district ensure pursued contracts both encourage healthful eating by students and reduced school dependence on profits from the sale of foods of minimal nutritional value?
- What are the school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students? **For students to start practicing healthy habits now (exercising and nutritional) and learn how to be consistent in implementing them into their daily lives. Part of my professional growth plan is to track students' physical activity during the week and see how it affects their behavior in the classroom as well as their academic growth.**
- DOCUMENTATION: Provide the results of the School Health Index (SCHOOL)
- DOCUMENTATION: Provide a comparison of the annual completed School Health Index assessment results and the physical activity standards (DISTRICT)

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?

Communication varies in each school. Upon the initial visit the staff member will see the school principal. The school principal then, either directly or by assignment, identifies the key persons staff are to engage in understanding the sign in procedures and perimeters within which services may be delivered.

Therapists and mental health paraprofessionals are required to have ongoing collateral contact with teachers and administrators regarding students under their care. Releases of Information are signed by the parent/guardian allowing staff to share needed information that will help school staff. This can include but is not limited to: diagnosis, medications being used and side effects, and identifying home problems that may be impacting school behaviors. When allowed in the classroom, paraprofessionals tend to work closely with individual teachers trying to improve or extinguish specific behaviors in the classroom.

Therapeutic needs associated with an IEP/504, if identified to the therapist, can be included in the Master Treatment Plan and Objectives of the client.

Where invited, staff is allowed to participate in Response to Intervention Committees to give input regarding possible interventions, and in the case of therapists, therapeutic insights. This sense of teamwork and collaboration helps to keep the student in the class and part of the learning community, thus increasing student achievement.