

AR  
 ROMINE INTERDIST. ELEM SCHOOL  
 3400 ROMINE ROAD  
 LITTLE ROCK AR 72204  
 501-447-6300

### **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.**

As our leadership team reflected on teacher needs and data we observed the following:

- In math students were the weakest in measurement, basic math facts and vocabulary.

As we reflected on the needs of our students, our math facilitator has provided model lessons for teachers, worked with kids in small groups and assisted with testing of Scholastic Math Inventory (SMI).

To help build fact fluency, students will use the Reflex Math program as well as receive more in-class activities focused around fact fluency.

First in Math is also being used to identify key standards that need to be:

- 1.introduced through backward design
- 2.reiterated through class lessons and

- In Literacy we noticed the greatest need was assistance in comprehension and vocabulary.

As we reflected on how to meet the needs in literacy we increased student awareness in Accelerated Reading and myOn Reading. We are also working to have full implementation of both programs to improve literacy skills. Through implementation, we hope to meet the goal of having students have increased reading interests.

We also have a Reading Specialist who works with kindergarten through third grade students who scored basic or below basic or who are at least two years behind grade level in reading. She provides reading instruction and assistance for small groups of students, 40 minutes per group, five days a week.

Students receive differentiated reading instruction using data from teacher observation, WRAP, Oral Reading records, etc. The Literacy Facilitator has provided model lessons for teachers, served as a resource for staff and taught literacy small groups in grades 4-5.

It has also been determined that we have students that qualify for the gifted program that need to be referred for identification and possible placement based on their tests results. It has also been noted that we have at least two gifted students that may need to be referred for an improvement plan.

#### **-Perception Data**

Data gathered from parent and student surveys.

- Parents would like more input in the school.
- More opportunities for parents to be involved.
- Studen voice- addressing though implementation of student council.
- Students are happy at Romine.

**-Demographic Data**

- Sub groups: ESL, Black Males, Highly Mobile, GT (below state standards for the required number of students in the program), SPED, Minority - Caucasian.

**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.**

**Preschool**

Romine needs to provide preschool parents with information and support to understand what is expected of students in kindergarten. Romine will set 3-4 dates throughout the school year to provide parents with an opportunity to observe in a kindergaraten class, for at least an hour.

**5th Graders Preparing for Middle School**

In order to help our fifth graders transition to middle school, we will implement middle school shadowing to allow 5th grade students to shadow middle school students.

**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.**

Based on our Comprehension Needs Assessment, Romine has an improvement plan established. We are knowledgeable about the various funds designated for our school, and we use all resources available to help Romine meet its goals.

The following are various programs and/or services available to students at Romine:

- IDEA
- Garden – Love Your School
- Walk and Talk
- Therapeutic Services
- GT
- Fresh Fruit/Veggie
- Special Ed Services – PT, OT, Speech, Resource
- Homeless Resources
- Breakfast in the Classroom
- United Way
- Pfeifer Camp
- After School Tutoring
- School Lunch
- Local Community Partnerships
- Weekend Food Backpacks
- Bikes Donated

All of these programs listed help to take care of student's needs. When children come to school, they are able to focus on learning because we have provided services to alleviate environmental distractions.

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### Teacher Quality

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

Yes

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**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.**

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### 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.**

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#### 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](#)

The following creates a healthy school environment at Romine that enhances the development of lifelong wellness practices and promotes healthy eating and physical activities that support student achievement:

- Full time PE Teacher
- Fresh Fruit/Vegetables – 2 times a week
- Salads daily
- Walk and Talk
- Jump rope for heart
- Cooking Classes - provide healthy meals for students

We provide 25 minutes for kids to enjoy lunch each day and 20 minutes of physical activity for all students. When weather conditions do not allow for students to go outside we can use go.noodle activities.

We also have a physical education room when the students cannot go outside for physical education where they use the SPARK program along with the curriculum guide.

#### Wellness Strategies

1. 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.)

The School Health Index assessment and the Student Body Mass Index data were analyzed to determine the best method for improving wellness education and to decrease the number of students who were identified as overweight or obese. The Love Your School program provides cooking classes to assist parents with recipes and meal ideas to promote healthy eating habits. Romine also has implemented the Walk and Talk program to promote healthy lifestyles through exercise.

2. 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?

The physical education teacher utilizes the set physical education standards to teach wellness and physical education activities to all students.

3. 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 are implementing daily salads, fruits and vegetables (2 times a week), student choices at lunch, full time PE teacher, and physical activity for 20 minutes a day.

4. How is the school integrating nutrition and physical activity into the overall curriculum?

The Love your School program incorporates writing, science, and math through the use of gardening.

5. How is the school ensuring that professional development for staff includes nutrition and physical activity issues?

The physical education teacher actively attends professional development about physical activity and incorporates it into his daily lessons.

Teachers use brain breaks throughout the day using GoNoodle or Adventures to Fitness.

6. How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity?

The physical education teacher follows the curriculum map and state standards to provide instruction for students.

7. How is the school enforcing existing physical education requirements?

Principal monitors lessons taught by the physical education teacher. She also monitors his lesson plans.

8. 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?

The district provides breakfast and lunch menus per the guidelines given to them.

9. What are the school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students?

The goal is to improve the student's wellness in the areas of physical activity, health education, and nutritional food choices.

See school health index.

10. DOCUMENTATION: Provide the results of the School Health Index (SCHOOL)

Documentation uploaded.

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**6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.**

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**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?**

Romine Elementary does not operate a school-based health center or offer a school-based mental health program.