

AR
STEPHENS ELEMENTARY
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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.

The entire staff reviewed the ADE School Report Card of 2014. Noted Stephens missed AMO in literacy for ALL STUDENTS by .8, for TAG 1.67. Math AMO, ALL STUDENTS, BY 7.13 and tag 9.34. Math will be top priority for focused PD while working to move more students to proficient in Literacy to make AMO. 2nd and 3rd grade teachers analyzed the IOWA data to student proficiency levels for math and literacy with the facilitators. Scholastic Math inventory assessments were given at all grades. Data from Math Universal Screeners was used to group students based on deficit skills. The data is used for small group instruction as well as making data driven decisions during Math grade level planning. Math facilitator presented guided math PD 9/14 for all grade levels and some teachers had already begun and expressed excitement from results on a post test after giving the pretest. SOAR is approaching and the facilitators are working with teachers to prepare students. The facilitators have requested IEPs for testing accommodations and have also expressed a desire to increase collaboration among classrooms during instructional blocks and have begun to be asked to help by teachers. The WRAP and DRA were given and these results are being used to make small groups for guided reading. A data wall for math and literacy of full of students' initial scores. It will be added to throughout the year after the SOAR assessments. Writing prompts are now being given.

A Professional Development needs survey for math and another for literacy was given to all teachers with offerings to improve skills in math and literacy areas with attention to student data and personal needs. For Math the highest needs were cognitive guided instruction, problem types, number talks and calendar math. PD in these areas will help build a problem solving community that is driven by data. The math universal screener revealed needs of students: K- number structure and counting cardinality 1- addition, subtraction, and structuring numbers 2- addition, subtraction and total word numbers 3- addition, subtraction, multiplication, division and counting backwards 4- place value, number word, and numerals 5- place value, ability to transfer knowledge and multiplication and division.

The highest needs for teachers in literacy were SBIT documentation, WRAP, DRA, and student conferencing. The IOWA revealed student needs: Grade 1 to 2- Reading; drawing conclusions/ inferencing, central idea, individually stated information. Language; ending punctuation, consonants, vowels, writing conventions. Grade 2 to 3 Reading; individual stated information, central idea, connecting and extending ideas, authors craft. Language; written expression, spelling, extending reasoning.

The Reading Specialist works with students who are reading below basic and basic. Most are one to two years behind. At present she serves 12 first graders, 11 second, and 12 third. She has 9 first, 3 second and 2 third on a waiting list. She teaches small groups for 40 minutes Monday through Friday. She uses IOWA, teacher observation, WRAP and the Slossen Oral reading and Oral Reading records to determine students reading levels. Students are placed in groups based on similar needs.

The Gifted Specialist held a GT student identification meeting 9/2/15 attended by the SLT. She explained the tests given the students and the recommendation process. We followed her directions for the selection process reviewing the data on each form of the blind samples of students. We had questions about the various tests - SAGE, GIFT, and Divergent Thinking. We completed the process with 10 second graders and 13 third graders for GT classes at this time.

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.

For pre school student transition we will have the following: PreK visits to K during the spring with an effort to send invitations to the preschools that sent students to Stephens this year, PreK graduation, Kindergarten Round Up/orientation for children and parents to observe rooms and ask questions, parent packets with helps for Kindergartens adjustment will be given to the parents that attend and mailed to those who do not, Back to school Bash will be held for all students the first week of school.

For exiting fifth graders we will: schedule a visit in the spring by the counselors of the feeder schools to discuss middle school expectations, Stephens' counselor will visit personally with each fifth grader to help in course selections for sixth grade. Letters will go home to parents to be signed for acceptance and returned.

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 Stephens' funds are used for the betterment of Stephens' children. ESES (NCLB) Title programs such as LEP, migrant and homeless education are served on an as needs basis with communication to parents, often by the counselor. Teachers that have LEP students that need materials for better understanding of English can request resources from the principal. For example funds can be used to purchase picture dictionaries in the native language and in English with easy to understand graphics. Translators are paid when scheduled for parent conferences when needed. Students with academic language problems are often a topic of discussion in SBIT (School Based Instructional Team) as tutoring or other strategies are planned for help. Migrant and homeless are contacted by the counselor for a list of needs and these are met with food, clothes and perhaps eyeglasses as needed. IDEA programs- the LRSD supplies most materials and equipment but special instructional materials, equipment and supplies can be requested for consideration by the principal. This includes the Special Education, CBI and 504 as needed with evaluation and assessment of student need. Little Rock School District has a Violence Prevention program we seek help from as the need arises. In addition the health services and nutrition programs offer wellness and health information throughout the year to benefit students such as a dental clinic, and extra food in backpacks to take home, extra food for breakfast in case a child arrives after Breakfast in the classroom is over. Nutrition services offers a no charge breakfast and lunch that meets all the requirements of USDA. Special weeks through out the year bring the community to the school for lunch - example, Grandparents Day. Some Title money is specified to be used for a parent facilitator to present parents education programs and for a parent education plan for the school but also parent education for the home. Technical education is a regular part of the children's day with computers in classrooms and a computer lab. Funds are used to keep technology well maintained. Parent training for Grade Quick and other technology is offered yearly.

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.

At present we have one long term sub that has passed all LRSD tests to sub long term. Her records show GED. She attends all in house PD and she plans during grade level planning with the other teacher at her level. She is receiving extra planning with both the math and literacy facilitator and they are modeling and co-teaching as needed in her room.

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](#)

The schools' definition and purpose of health and Wellness is as follows: "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, staff and parents and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning." This definition is our goal and our hope to continue to build a more academically strong and healthier school that teaches not just our students but also our parents, staff and community.

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? Nursing assessments are done on students grades PreK,K,1,2,3,4. With the results of this screening the data entered into a data base is used to evaluate our student population and their health status. Letters are sent home to parents at their request showing their child's BMI score. With the results of the BMI the schools's nurse and physical education instructor work together to ensure children are provided the necessary activities from the LRSD PE curriculum that will keep each one engaged in a healthy lifestyle that is active. The SHI is done at the end of the school year with goals in mind for the next school year. Both nurse and PE instructor have access to this report and utilize their time to formulate attainable goals that will better the schools' activity level and health.

How is the school comparing the P.E. and health education from the SHI assessment to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework? a printout of goals that were created at the end of the school year is print is reassessed at the beginning of the new school year to plan to reach the set goals. At the end of the year the assessment will show the goals completed or not. If not they are set again with new goals to attain.

How is the school assisting with the implementation of the nutrition and physical activity standards developed by school nutrition and physical advisory committee (District Wellness)Committee with the approval of the ADE and State Board of Health? With any standards set for Stephens students and staff at the beginning of the year a committee is formed to support and ensure compliance. For the 15-16 year a wellness committee has been formed consisting of the nurse, PE instructor, cafeteria manager and a couple other staff members that will meet to discuss nutrition and physical aspects of our student and staff community. The committee will select goals that are attainable as they look at the standards required of the school.

How is the school ensuring that professional development for the staff includes nutrition and physical activity issues? the wellness committee will create a healthy lifestyle plan of the month to share with the entire staff. they will give helpful information to the staff about the importance of choosing healthy foods and staying active.

How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity? The cafeteria manager follows USDA guidelines that provide information to service the children with meal choices everyday. Third, fourth and fifth graders have the option to have a chef salad as their main lunch item. All children receive no charge breakfasts and lunch and are encouraged to eat these meals rather than bring one from home. Allergy children are noted and accommodated. The nutrition education program is woven into the LRSD Science program and taught by the classroom teachers. The cafeteria manager is working toward a taste testing committee made consisting of students and teachers for new offerings to the menu. The PE instructor uses the SPARK program guidelines.

How is the school enforcing existing physical education requirements? Children have the 150 minutes of physical activity each week with a 60 minute PE class and an activity period each day just after lunch. the PE instructor uses the SPARK program. Classrooms can use www.GoNoodle.com activities on rainy and extremely cold days.

How does the district ensure pursued contracts both encourage healthful eating by students and reduced dependence on profits from the sale of foods of minimal nutritional value? Students are not allowed in the lounge to have access to the vending machines. The District Wellness Committee places a restriction to nine times a year the whole school can eat food of non nutritional value. They have a restriction on fund raisers using only food of non nutritional value. Parents are not allowed to bring foods of non nutritional value or home cooked to the school for children.

What are the schools' goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students? Please see the 2014-15 School health Index for these.

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?

Stephens does not operate a mental health services program at this time.