

AR
TERRY ELEMENTARY SCHOOL
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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.

Focus Area I: Student Progress and Achievement

Our school formed an ACSIP Leadership Team, a committee of building representatives at Terry, to assist with collecting and analyzing student performance from the 2013-14 administration of 3rd-5th grade ACTAAP Exam and the 2014-2015 1st and 2nd grade ITBS Exams. A major responsibility of the team's efforts involved a thorough examination of available test results for both the combined population and each subpopulation. Additionally, we reviewed reports that could be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that center on student achievement. As we focused on data, we also studied Attendance, Disciplinary Sanctions, and Achievement Data over the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. In order to dig deeper for the root cause for some of our students not achieving to their full potential, we examined our routines, customs, norms, and expectations. Our analysis of data suggested the following to receive the highest priority:

Literacy

Grades K-2

- Vocabulary
- Listening
- Writing : Content, Style, Sentence Formation

Grades 3-5

- Comprehension
- analyzing and comparing two types of texts
- Respond in writing (i.e. short constructed-responses to text-dependent questions with supporting evidence and analytic writing)

Math

To improve proficiency levels in mathematics problem solving skills and constructed responses for all students with an emphasis on our TAGG students.

Grades K-2

The academic areas of concern are:

- Math Concepts
- Problem Solving

Grades 3-5

The academic areas of concern are:

- Data analysis and Probability
- Measurement
- Algebra
- Geometry
- Numbers and Operations

Another area of priority is science due to 50% of 5th graders scoring proficient or advanced on the Science ACTAAP.

Focus Area 2: Change in Teacher and Leader Practice

Our analysis of student achievement data suggested the following to receive the highest priority to support changes in Teacher and Leader Practice:

- Implement quarterly vertical teaming and planning
- Implement and sustain peer observations to improve professional practice, promote self-reflection, and enhance student achievement
- Continue intentional data management procedures that reflect ongoing student performance and chart student progress on a data wall.

Focus Area 3: Student Safety and Discipline

Our analysis of Attendance data and Disciplinary Sanctions suggested the following to receive the highest priority to support improved student behavior or improved building level climate/culture:

1. Establish a discipline committee and develop a school-wide plan that will improve student behavior
2. Implement a quarterly incentive for students with perfect attendance and tardies
3. Implement a quarterly incentive for students with no tardies or early check-outs.

Focus Area 4: Family and Community Engagement

Our analysis of perceptual data suggested the following to receive the highest priority to support improved family and community engagement:

- Incorporate parental involvement strategies and opportunities during staff meetings
- Continue to host events that involve parent participation and support student learning

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.

In the past Terry Elementary has assisted Pre-K students with transitioning to Kindergarten by hosting a Kindergarten Round-Up, where current Pre-K students and incoming Kindergarten students spend an afternoon with Kindergarten teachers in the classroom and their parents attend an informational meeting. Currently, there are not any programs in place to assist with transitioning Pre-K students and their parents to Kindergarten.

Fifth grade students receive a fairly extensive Middle School Orientation, with lessons and information provided by our school counselor. Each 5th grade student receives the LRSD Middle School Booklet with specific items discussed and highlighted by the counselor. Fifth grade parents also receive newsletters with information regarding the following items:

- LRSD registration dates and locations
- course selection process
- middle school "check us out" dates
- reminders to check the district website for updated information

Fifth grade students and parents are also supported by the school counselor during course selection by assisting students with course selection and parental concerns or questions. Parents have expressed appreciation for receiving notifications and information regarding the transition to middle school. Students are also encouraged to arrange a visit to their assigned middle school or to shadow a current middle school student.

In the future, Terry's Leadership team will work with Pre-K and 5th grade teachers to plan more activities with student and parent feedback to gauge the sustainability and relevance of transitioning activities.

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.

Currently, Terry Elementary School is designated as an Exemplary School. Given our designation, we are continuing with those structures that have assisted us with being a successful school. These support structures focus very strongly on providing additional student academic support, better alignment between our curriculum, instruction and assessment, an improved school culture and workplace climate. Having improved structures will provide a more comprehensive base to support our students, faculty, staff and community stakeholders. We coordinate the following programs and funds:

- Title I Part A funds are used in our Schoolwide Program to support the academic and behavior needs all students in our school specifically those who are not proficient according to state standards. Title I funds support the salaries of our Math Facilitator. In addition to this position, Title I provides support for our Homeless Students throughout the year. Title I funds are also used to fund our afterschool program that provides intervention to our students who are not proficient.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include two certified positions: Multi-Site Literacy Facilitator and Reading Teacher; as well as eleven classified positions.
- Additional support personnel have been provided from the LRSD Special Programs Department as well as ESL/Multilingual Department to support student needs.
- "Our school is a member of Johns Hopkins National Network of Partnership Schools to provide research-based strategies for improving parent involvement and community engagement".

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](#)

LRSD has successfully implemented the Healthy Hunger Kids Act of 2010 in all of our schools. The initiatives increased our fresh fruit and vegetable offerings and contributed to more variety in the application of offer-vs-serve. In addition, LRSD has implemented Breakfast in the Classroom in 32 elementary schools and Grab N'Go Breakfast at two middle schools. All programs have shown increased in student participation. Most importantly, the District has 32 schools that participate in the Provision 2 Meal Service Program, which affords students the options at those schools to receive the breakfast and lunch meal at "no charge".

The sale of foods for revenue does not present a nutritional issue for elementary schools of LRSD because Arkansas Act 1220 prohibits the sale of foods on elementary grounds during the school day, except those that may contribute to specific components by the cafeteria. In addition, LRAD's middle and high schools are held to restrictive guidelines regarding the sale of foods during the day because of recent Healthy Snack Legislation. No longer is profit a competitive issue with nutritional value for LRSD because of new initiatives and regulatory compliance.

- Student Health Index (SHI) is an integral tool used by LRSD and Terry Elementary to assess various components such as Terry's health and safety policies, health education, physical education, nutritional services and family and community involvement. The SHI is completed yearly to provide direction and help determine areas in which Terry might need improvement. Student Body Mass Index is collected yearly on kindergarten, 2nd grade and 4th grade students. The 2014-2015 data showed among those grades at Terry, 36.5 % males and 38.4% were classified as overweight or obese. This is comparable with LRSD district data which showed as whole, 37% of males and 40.7% of females were classified as overweight or obese.
- Terry Elementary follows closely the Physical Education Frameworks K-8 curriculum, as approved by LRSD. The SHI addresses many components under the physical education assessment which are in line with district policy. There is a discrepancy between the SHI and the health curriculum assessment, as Terry Elementary teachers do not follow a health curriculum at this time.
- Terry Elementary is committed to the nutrition, health and physical education of the students and it is integrated into the school day on their grade level in many ways. In regards to nutrition, Terry participates in Breakfast in the Classroom with much success. Approximately 390 students eat a free, healthy breakfast at school which helps to improve concentration and allows students to focus on learning, rather than hunger. Terry is also involved in the Provision 2 Meals Program, which provides a nutritious school lunch free to every student. Approximately 360 students take advantage of this service and eat a school lunch tray. Students receive a monthly flyer called Nutrition Nuggets which is filled with important healthy food and snack information. Nutrition posters are displayed on the cafeteria bulletin boards. Healthy snacks are provided to students involved in the tutoring program. Healthy topics/education is woven throughout school year as well. Kindergarteners and 2nd graders receive dental education which not only includes oral hygiene, but proper nutrition and snack choices as well. Proper handwashing is reinforced to all students, as well as infection control strategies. Kleenex, disinfectant wipes and hand sanitizer is given to teachers to aid in teaching students how to avoid spreading germs. 5th grade students receive information regarding body changes, hygiene, dental care, nutrition, proper amount of rest, and healthy habits. One on one teaching is conducted as the need arises concerning specific health disorders and how to care for injuries. Terry Elementary complies with state law by providing students with 60 minutes of physical education weekly, not including recess. PE frameworks are followed, and students engage in physical activity through outside activities or in a classroom inclement weather days. In addition to PE and recess, Exercise Breaks is utilized by the classroom teachers to provide an opportunity for students to move and release energy. Terry has an excellent playground with several different pieces of playground equipment to promote active play at recess. There is a walking trail which is often used by students along with a large field conducive to soccer and football sports.

- There are many opportunities outside of school hours for students to engage in healthy, physical activity as well. Funk Fest was sponsored by a community church and featured bouncy houses. Hispanic Heritage Night offered healthy, authentic food along with dancing. Students are encouraged to attend Halloween Skate Night at Arkansas Skate Arena. Basketball and cheerleading are offered to grades 3-5. Upwards brochures are sent home offering different sports teams to all ages. A school dance is tentatively scheduled for the spring. Field Day will offer numerous opportunities for physical activity.
- PTA and Terry Elementary have no plans at this time to participate in a fundraising activity which sells food of low nutritional value. PTA has plans for a schoolwide "Fitness Event" in January to coincide with New Year's Resolutions. As per district policy, access to vending machines and food sales are prohibited to students.
- Short term goals for nutrition and physical activity for Terry Elementary is to continue to follow LRSD's wellness, nutrition and physical activity policy. Terry will continue to offer outside enrichment opportunities as well. Long term physical activity goal would be for Terry Elementary to have a gym built on campus to provide students with additional sports activities.

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?

Terry Elementary School offers school-based mental health services to children with behavioral and mental health needs through New Beginnings Behavioral Health Services. Their staff includes a full time Licensed Associate Counselor and two Mental Health Paraprofessionals who work with students who struggle with behavioral and mental health needs at school. Therapeutic interventions include behavioral plans and customized interventions implemented in the classroom and sometimes through one-on-one sessions to promote mental well being and help teach students coping skills necessary to be successful academically as well as behaviorally at school. These treatment services help keep our young learners in the classroom where they can continue to positively grow and learn vital developmental and social skills so that they can succeed to their highest academic level.