

AR
 Washington Elementary
 2700 Main Street
 Little Rock AR 72206
 501-447-6700

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.

Part A Process:

In preparation for determining the needs of students at Washington Elementary this year, a variety of data was collected from a number of sources (see list below). The practice of examining data extends to virtually all staff members, at varying levels depending on job title and role. The data collected was examined, as needed, by classroom teachers, specialists in support of teachers, and administrators in order to determine the needs of students as we move forward this year.

Academic Achievement Data

- QUALLS/QELI Fall 2014 (current 1st grade students)
- IOWA Test of Basic Skills Spring 2015 (current 2nd - 3rd)
- ACTAAP Benchmark Exam Spring 2014 (current 5th grade students)
- ACTAAP Benchmark Exam – Science Spring 2015 (last year's 5th grade students)
- TLI SOAR Assessment Math (current 3rd-5th)
- TLI SOAR Assessment Literacy (current 4th-5th)

Initial Academic Assessments/Universal Screening Measures

- Math Universal Screener
- Fluency Interview (1st - 5th)
- SMI (Scholastic Math Inventory)
- ELS Emerging Literacy Survey (Kg-1st)
- WRAP (selected students)

Perceptual Data

- Interest Inventory
- Student attitude toward math
- Student attitude toward reading

- Student attitude toward writing
- Multiple Intelligences
- Learning Styles
- Parent Survey about Students' Math

Teacher Perceptual Data

- Self-Assessment of Understanding/Implementation of Math Instructional Components

Part B: Summarization of Selected Data

Achievement Data

- Scholastic Math Inventory 2015-16 BOY
 - 37% of 2nd grade students tested are 2 or more years below grade level
 - 65% of 3rd grade students tested are 2 or more years below grade level
 - 78% of 4th grade students tested are 2 or more years below grade level
 - 89% of 5th grade students tested are 2 or more years below grade level
- Literacy Interim Assessment 2014-2015 Average
 - 30% of current 4th grade students tested met proficiency in multiple choice reading
 - 39% of current 5th grade students tested met proficiency in multiple choice reading
 - 27% of current 4th grade students tested met proficiency in open response
 - 33% of current 5th grade students tested met proficiency in open response
- Math Interim Assessment 2014-15 Average
 - 62% of current 3rd grade students tested met proficiency in open response
 - 69% of current 3rd grade students tested met proficiency in multiple choice
 - 7% of current 4th grade students tested met proficiency in open response
 - 100% of current 4th grade students tested met proficiency in multiple response (only 50% tested)
 - 43% of current 5th grade students tested met proficiency in open response
 - 100% of current 5th grade students tested met proficiency in multiple response (only 16% tested)
- Iowa Test of Basic Skills 2014-15
 - Grade 1 Literacy 0% Proficient/Advanced, 60% Basic (represents 6 students that were retained in Grade 1 2015-16)
 - Grade 1 Math 0% Proficient/Advanced, 40% Basic (represents 5 students that were retained in Grade 1 2015-16)
 - Grade 2 Literacy 37% Proficient/Advanced, 52% Basic (former Grade 1 students in 2014-15)
 - Grade 2 Math 43% Proficient/Advanced, 37% Basic (former Grade 1 students in 2014-15)
 - Grade 3 Literacy 39% Proficient/Advanced, 25% Basic (former Grade 2 students in 2014-15)
 - Grade 3 Math 39% Proficient/Advanced, 44% Basic (former Grade 2 students in 2014-15)
- Act 1294 Dyslexia Screener Data (January 2015)
 - Greatest risk indicator for Kindergarten (2014-15) for Nonsense Word (Letter Sounds) $44/80=55\%$
 - Greatest risk indicator for First Grade (2014-2015) for Nonsense Word (Letter Sounds) $60/80=75\%$
 - Greatest risk indicator for Second Grade (2014-2015) for Nonsense Word (Letter Sounds) $32/62=50\%$
 - Greatest risk indicator for Second Grade (2014-2015) for Oral Reading Fluency was $31/62=50\%$
 - 22 students were at risk from three Third Grade classrooms
 - 14 students were at risk from three Fourth Grade classrooms
 - 7 students were at risk from three Fifth Grade classrooms

School Programs/Process Data

- Informal data from office student behavior tracking forms fosters significant concerns about the escalation of student misconduct and referrals to office as the school year progresses. Of particular concern are the referrals for Category I offenses that should be addressed within the classroom through effective and consistent expectations, routines, and procedures.
- 21st CCLC ECO4Kids After School Program
 - 53% of 3rd grade students were proficient on TLI SOAR Math Assessment on multiple choice items

- 60% of 3rd grade students were proficient on TLI SOAR Math Assessment on open response items
- 55% of 4th grade students were proficient on TLI SOAR Math Assessment on multiple choice items
- 18% of 4th grade students were proficient on TLI SOAR Math Assessment on open response items
- 5% of 5th grade students were proficient on TLI SOAR Math Assessment on multiple choice items
- 45% of 5th grade students were proficient on TLI SOAR Math Assessment on open response items
- 70% of 4th grade students were proficient on TLI SOAR Literacy Assessment on multiple choice items
- 50% of 4th grade students were proficient on TLI SOAR Literacy Assessment on open response items
- 42% of 5th grade students were proficient on TLI SOAR Literacy Assessment on multiple choice items
- 32% of 5th grade students were proficient on TLI SOAR Literacy Assessment on multiple choice items

Perception Data

- Math/Classroom Components Understanding/Implementation Survey
 - 4 of 16 teachers that completed the survey expressed a willingness to model practices for other teacher, comfort level ranged from 1 of 17 instructional components to 8 of the 17 instructional components.
 - Comfort levels ranged from a 1 (low comfort) to a 10 (high comfort); the average comfort levels are 7-8.

Demographic Data.

- 94% of student population is African American
- 25% of student population is identified with an educational disability
- 1.7% of student population is Hispanic
- Males students represent 50% of student population, females represent 50%
- 16% of 2nd-5th grade students are identified eligible for gifted and talented services
- 23.7% of students receive special education services
- 1.9% have 504 accommodations
- 2.1% of students are currently homeless
- 2.4% of students were retained from 2015-15 to the 2015-16 school year
- 63% of male students / 52% of female students were healthy or underweight (2014-15 BMI)

Part C: Needs

- to identify and implement effective instructional strategies to reach struggling learners.
- to deliver curriculum and instruction with greater fidelity.
- to pre- and posttest unit skills and use data to inform daily instruction.
- to align 21st CCLC ECO4Kids experiential learning activities to individual student deficits in math, reading, and writing.
- to review and analyze student work collaboratively with greater frequency.
- to seek funding that will support increased intervention services for Tier II struggling learners
- to seek funding that will support intensive professional development in Kagan Cooperative Learning and Conscious Discipline
- to seek strategies to increase daily student attendance and punctuality

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.

- Pre-kindergarten transition to Kindergarten
 - Pre-enrollment visits to kindergarten classrooms during school tours upon parent/guardian request at any time
 - LRSD "Check Us Out" (October 8, 2015)
 - School visit by students at Nathaniel Hill Head Start Program in Spring 2016
- Fifth Grade transition to Middle School
 - Parent/guardian visits to middle schools during LRSD "Check Us Out" on October 8, 2015
 - Advertise Recruitment Open Houses for Middle Schools in weekly parent memo
 - Dunbar, Henderson, Pulaski Heights Middle Schools on November 2, 2015
 - Cloverdale, Forest Heights STEM Academy, Mabelvale, and Mann Middle Schools on November 4, 2015

- Advertise Open Enrollments Periods for Middle Schools on weekly parent memos
 - Forest Heights STEM Academy, November 9-13, 2015
 - Magnet/Speciality Schools, November 16-20, 2015
- "On Our Way to Middle School" parent meeting in January 2016 w/ representatives from feeder schools
- Pre/post survey fifth grade students about their perceptions regarding middle school education
- Field trip to visit a middle school (each of the 3 classrooms visits a different (feeder) middle school)
 - Culminating activity to share middle school field trip experiences from each site visited
- Poster displays for each middle school that advertise special programs, history of school, mascot and etc.
- Invite former Washington student speakers from middle schools to participate in quarterly fifth grade assemblies
- Send home SMI data to parents of 5th grade students about what students still need to learn for middle school readiness
- Send home suggested summer reading list in preparation for middle school readiness

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.

Not Applicable

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.

- Title I
 - Math/literacy facilitators provide instructional coaching, demonstration lessons, instructional planning support, and assistance with disaggregation of student achievement data.
 - Instructional paraprofessional provides technological instruction support for teachers and students.
 - Funds support translation/interpreter for non-English speaking parents/guardians, purchase of materials and supplies to support instructional needs of students, and is used to support parental involvement activities/events.
- ALE
 - LRSD Elementary ALE / PBIS is located in our school and serves students from across the district. Students receive grade level instruction from a certified teacher and an instructional paraprofessional in a multi-grade instructional environment. School administrators monitor and support the program. ALE students have access to school resources, support staff, and mental health services.
- IDEA
 - Approximately 25% of students are served by special education services.
 - IDEA services include 2 resource teachers, 2 speech therapists, 3 academic-focused self-contained classroom teachers, 1 occupational therapist, 1 physical therapist, and 4 instructional paraprofessionals. All teachers are highly qualified.
 - Students receive instruction that is aligned with grade level curriculum and standards and that meet individual needs as identified by student IEPs.
 - a school-based intervention team provides pre-referral support for students.
 - an IDEA district supervisor and an educational examiner provide additional support during and after the referral process.
- ESL
 - A building ESL coordinator chairs our committee that directs our ESL services.
 - Students with ESL are assigned to teachers that have ESL training.
 - A staff member coordinates interpretation services for non-English speaking parents/guardians.
- Nutrition services include:
 - Breakfast in the Classroom provides daily meals at no cost to every student.
 - Priority 2 funding provides daily lunch at no cost to every student.
- Health services are provided by a full-time registered nurse on campus and include screenings, medication management, health and wellness education for parents/guardians, hygiene orientation for students and parents/guardians
- Transportation services include

- regular routes,
- specialized buses/routes for students with disabilities,
- transportation for students enrolled in 21st CCLC ECO4Kids afterschool programming,
- transportation to/from extracurricular athletic events and
- educational field trips.
- Daily transportation services from local day-care and afterschool program service providers
- Parental involvement events/activities include Family First Tuesday (monthly), LRSD Parent Academies, Parent Resource Center on campus, parent /teacher conference days twice annually,
- Mental health services provided primarily by on-site full-time therapist (CFYF) and other community providers (i.e., New Beginnings, Living Hope, Professional Counselling Associates. etc.)
- Community support providers include: Rice Depot Back pack program, St. John Barnabas Brigade volunteer readers, Pi Omicron Chapter of Omega Psi Phi Fraternity, Inc. (after school tutoring, QUES award, assemblies, etc.), Kappa Alpha Psi (school supplies), Rotarians (dictionaries for third grade students), to name a few.

Teacher Quality

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

No

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.

Our teacher of Gifted and Talented students is currently completing requirements for her GT Licensure Endorsement. Her ADE/LRSD Individual Teacher Plan to become HQ and License includes completing the final coursework: *Affective Programming in the Classroom* and *Educational Procedures & Materials for GT*. The expected date for completion is December 2015.

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](#)

- 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?
 - Results of Assessment of Childhood & Adolescent Obesity is shared with parents and staff by school nurse.
 - Data is tracked year to year and school nurse and physical education teacher review data together and establish goals for improved student health.
 - School Wellness Plan is shared with faculty, staff, and parents.
- 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?
 - Physical education teacher aligns instruction with LRSD and ADE PEHC Framework.
 - Students receive 20 minutes of physical activity time before lunch daily.
 - Students receive 60 minutes of physical education/health education weekly by highly qualified teacher.
- 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?
 - Parents / guardians receive resource information about www.healthyarkansas.com / www.achi.net through weekly parent memo.
 - Students participate in Presidential Youth Fitness Program
 - Faculty / staff are encourage to participate in Presidential Active Lifestyle Program
 - Physical education teacher provides nutrition and health lesson as presented in LRSD Physical Education Curriculum Map.
 - Students attending 21st CCLC ECO4Kids after school hours program receive food, nutrition, and cooking classes.
- How is the school integrating nutrition and physical activity into the overall curriculum?
 - Students and families receive monthly nutrition newsletters from LRSD.
 - School advertises website, www.schoolnutritionandfitness.com, as resource for parents.
 - ADE PEHE Curriculum Framework is foundation for lesson planning for instruction.

- Athletic activities are included in 21st CCLC ECO4Kids after school program (lacross, tennis, basketball, cheerleading, dance squad).
- School supports extramural basketball and cheerleading through the Central Arkansas Elementary Basketball League.
- How is the school ensuring that professional development for staff includes nutrition and physical activity issues?
 - School nurse presents information during faculty professional development.
 - Resources and information are relayed to faculty and staff through daily announcements and emails.
 - School nurse plans/sponsors wellness activities for faculty and staff which include line dancing, wieght loss challenges, breast care, nutrition, walking /exercise program.
- How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity?
 - Administration monitors classroom instruction, lesson plans, and physical activities.
- How is the school enforcing existing physical education requirements?
 - Students receive 60 minutes physical education and health education per week.
 - Students receive a minimum 20 minutes physical activity per day.
 - Administrators monitor these periods to ensure compliance.
- 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?
 - School vending machines are monitored carefully to ensure that their content is compliant with state standards and requirements.
 - Vending machines are not accessible to students.
 - After-school program snacks are in compliance to state standards and requirements.
 - Parents are notified of state standards and requirements regarding food brought to school through school handbook and weekly parent memos.
 - Standards are shared with PTA Leadership in order to encourage compliance during PTA activities and functions.
- What are the school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students?
- 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?

Washington has a full time mental healthier service provider, a parttime provider from the same agency, and some of our students are also served by other community providers.

Our fulltime mental health service provider from Centers for Youth and Families provides the following services to support our student achievement:

- Attends school-based intervention team (RTI) meetings to assist with possible referrals for services and to provide information regarding students currently served
- Visits classrooms usually daily to provide support within the instructional environment
- Provides individual services on campus outside of the instructional classroom
- Meets with parents/guardians/family members to report progress and help coordinate services
- Acts as liaison between medical personnel, family, and school
- Coordinates with school nurse regarding student medication issues
- Collaborates regularly with school administrators regarding student diagnoses, treatment plans, and impact on student learning and achievement.
- Provides emergency response services as needed
- Provides professional development for faculty.