

AR
 WESTERN HILLS ELEM SCHOOL
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 LITTLE ROCK AR 72204
 501-447-6900

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.

1. At this point we have received ITBS data for last years' first and second grade students. It appears that these students need more support in literacy on informational and literary text as well as Extended Reasoning, and Key ideas. We have given students WRAP to determine reading levels and the focus on comprehension, main idea and details continue to present a challenge. A writing prompt was given and scored and extending thinking by adding details is an area of focus. In math the ITBS data shows that data analysis, problem-solving, extended reasoning, and statistics are areas that need additional support. The SMI and Universal screeners have been given at each grade level with cardinality and counting causing difficulty for kindergarten students, addition and subtraction challenging 1st and 2nd grade, and fractions causing being an issue for 4th and 5th grade. The PARCC assessments have not arrived yet. The math and literacy facilitators have worked with grade-level teachers to determine areas of strengths and weaknesses. Several pre-assessments are still being completed. 2. Our music teacher keeps data for students that are band members versus those that are not. The Gifted and Talented teacher and team looks at the previous test scores and areas of strengths and weakness to determine if students qualify for the GT program or if they are in the program and begin having difficulty in the classroom the data determines if they continue to be pulled out. The reading teacher collects data for student progress and uses this to plan for instruction as well as work with classroom teachers to meet the needs. Students that did not perform well on the Benchmark are encouraged to attend Extended Day to remediate math and literacy weaknesses. Qualls data is collected for kindergarten students, Kindergarten and first grade teachers assess students using the Journeys Emergent Literacy Assessment. Teachers collect data for students that attend speech, resource, and self-contained classrooms to determine if they are meeting the IEP goals that have been set. Students that speak a language other than English receive the ELDA test. These results are used to determine intervention and supports the students need in the classroom. PK teachers use work sampling data to plan for instruction and document learning. A quarterly TLI assessment is given to assess if the skills that have been taught have been mastered. 3. Surveys for parent involvement and to determine perceptions about bullying are given to parents and students and are completed using the computer. 4. According to the 2013 Benchmark data in literacy with the first percentage showing the score and the second showing overall growth.: TAGG- 60.47%, 69.14%; African American- 60.87%, 66.67%; Hispanic 83.33%; 83.33% White- 70%; Economically Disadvantaged- 62.14%, 69.62%; English Language Learners- 82.35%, 81.82%; Students with Disabilities- 20.83%, 58.82%. According to 2013 Benchmark data in math with the first percentage showing the score and the second showing overall growth: TAGG- 52.78%, 27.71%; African American- 51.09%, 18.84%; Hispanic- 72.22%, 50%; White 70%; Economically Disadvantaged- 53.40%, 27.50%; English Language Learners- 70.59, 45.45%; Students with Disabilities- 25%, 38.64.

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.

PK parents receive a PK handbook with Kindergarten readiness information provided. PK families also receive a 'Getting Ready for Kindergarten' calendar with activities to do together. Family activities go home each week instead

of weekly homework. A website is provided at Scholastic with on-line books, games, and activities that are related to the curriculum. Progress is monitored in PK classrooms through work sampling, parent conferences, and on-going communication. Kindergarten and PK teachers have the opportunity to collaborate to support a seamless transition. Check-Us-Out Tours are available in the month of October. Parents and students are welcomed to tour the facility and visit classrooms. Written resources are available in the parent center to support families. Open Enrollment is scheduled for Early Childhood students in October for the up-coming year. Our school has a P3 and P4 classroom which helps them be successful in a kindergarten program.

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.

As a Title 1 school we receive additional funding to support instruction, currently our Literacy Facilitator/School Improvement Specialist and resources to support parental involvement are financed using these funds. We have a LEP coordinator in the building with an LPAC committee to address the needs of non-English speaking children. Teachers receive additional training to support learning for this population. The district has a home-less coordinator that works with the counselor to provide transportation and resources for students needing additional support. The school houses Life-Strategies which provides outside counseling services to support behavioral and family concerns. We have speech, resource, and a self-contained behavior classroom. The Arkansas Cooperative Extension provides nutrition education and healthy living choices through our school garden. All students receive breakfast and lunch at no cost to them and health screenings are provided. The school coordinates with the state police and other community helpers to provide safety and anti-bullying information. We work with a non-profit food bank and a faith based organization for clothing, holiday needs, and to provide weekend resources for students.

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](#)

The nurse obtains BMI data and sends a letter home with student specific information and, if applicable, suggested follow-up with healthcare provider. SHI data indicates WHE supports student health to the maximum extent possible based on state standards of staff/student ratios, which is higher than the SHI ratio. The PE teacher will continue implementing the SPARK curriculum. The school schedule reflects the required number of physical activity minutes. Teachers will integrate health objectives within the science curriculum. Nutrition lessons are supplemented with school based gardens. Classroom teachers have received PD training for breakfast in the classroom. Fresh fruit and vegetable grant provides additional opportunities for nutrition lessons. PD for nutrition education and physical activity is offered on an as needed basis. The school follows the district wellness policy. Elementary students do not have access to vending machines. Sharing of food between students is prohibited.

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?

Life Strategies works with our counselor to teach focus, organizational skills, behavioral strategies, and coping techniques. Emphasis on these key skills supports the classroom environment. Therapists check grades and communicate with teachers about areas of academic need. Counselors provide additional support for parents and other caregivers through home visits and as a liaison for school/home communication. Counselors work with the parents to provide strategies to build academic success.