

AR  
BALE ELEMENTARY SCHOOL  
6501 WEST 32 STREET  
LITTLE ROCK AR 72204  
501-447-3600

### **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.**

**Student achievement data** has been disaggregate to form intervention and instructional groups. In an effort to provide students with prescribed instruction the following screeners are administered at the beginning of the school year: ITBS Scores (2nd and 3rd grade students only) WRAP, DSA, DIBELS Fluency, Dyslexia screener, SMI, and a universal math screener. After compiling the data, teachers began to plan for differentiated instructional groups; while instructional facilitators worked with specialist to form intervention groups and plan for instruction. Data walls will be utilized to track each students performance in both math and literacy; these walls will also be used to drive professional development. Baseline data from the initial SOAR assessment for the 15-16 school year will be used to form initial groups and students will be moved based on common formative assessments and future SOAR assessments. A data wall will be utilized by the principal to monitor students making abrupt changes in achievement and low achieving students. The principal data wall will also be used to drive conversations with teachers.

#### **School Programs/Process Data**

The following programs have been implemented at Bale Elementary:

- STAR Reading Data is collected at the beginning of the school year which targets the students ZPD in reading as well as what literacy strategies should be implemented to raise the students' level of achievement in literacy, particularly comprehension strategies and vocabulary. Mid-year assessment is given to chart student progress and drive instruction. End of the year assessment is given to determine the level of growth and to plan for the upcoming school year.
- SMI (Scholastic Math Inventory) a research-based assessment that measures math abilities and longitudinal progress for students K-5 is administered 3 times a year to drive instruction and individualized interventions.
- Lexia Core5 Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction. Data from Lexia is used for SBIT meetings and is also used to chart intervention effectiveness.

#### **Perception Data**

Teachers are asked to complete professional development feedback forms after each On-site professional development session. Data from the forms is used to drive future professional development and as a growth tool for the in house presenters. Staff members are asked to complete confidential climate/culture surveys in an effort to keep a productive work environment.

Parents are asked to complete questionnaires on how they perceive the school and the quality of instruction that their children are receiving. During Data Team meetings staff members disaggregate responses from parents and formulate a plan of action. Parents, staff, and students are asked to complete a bully survey to gain insight on perceptions of the

school environment.

---

## 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.**

**Student achievement data** has been disaggregate to form intervention and instructional groups. In an effort to provide students with prescribed instruction the following screeners are administered at the beginning of the school year: ITBS Scores (2nd and 3rd grade students only) WRAP, DSA, DIBELS Fluency, Dyslexia screener, SMI, and a universal math screener. After compiling the data, teachers began to plan for differentiated instructional groups; while instructional facilitators worked with specialist to form intervention groups and plan for instruction. Data walls will be utilized to track each students performance in both math and literacy; these walls will also be used to drive professional development. Baseline data from the initial SOAR assessment for the 15-16 school year will be used to form initial groups and students will be moved based on common formative assessments and future SOAR assessments. A data wall will be utilized by the principal to monitor students making abrupt changes in achievement and low achieving students. The principal data wall will also be used to drive conversations with teachers.

### School Programs/Process Data

The following programs have been implemented at Bale Elementary:

- STAR Reading Data is collected at the beginning of the school year which targets the students ZPD in reading as well as what literacy strategies should be implemented to raise the students' level of achievement in literacy, particularly comprehension strategies and vocabulary. Mid-year assessment is given to chart student progress and drive instruction. End of the year assessment is given to determine the level of growth and to plan for the upcoming school year.
- SMI (Scholastic Math Inventory) a research-based assessment that measures math abilities and longitudinal progress for students K-5 is administered 3 times a year to drive instruction and individualized interventions.
- Lexia Core5 Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction. Data from Lexia is used for SBIT meetings and is also used to chart intervention effectiveness.

### Perception Data

Teachers are asked to complete professional development feedback forms after each On-site professional development session. Data from the forms is used to drive future professional development and as a growth tool for the in house presenters. Staff members are asked to complete confidential climate/culture surveys in an effort to keep a productive work environment.

Parents are asked to complete questionnaires on how they perceive the school and the quality of instruction that their children are receiving. During Data Team meetings staff members disaggregate responses from parents and formulates a plan of action. Parents, staff, and students are asked to complete a bully survey to gain insight on perceptions of the school environment.

---

### 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, Bale Elementary School is designated as a Focus School. Given our designation various supports are being incorporated to build better structures i.e., student academic support, 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 School wide 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 both the literacy and math facilitators. In addition to these positions, Title I provides support for our Homeless Students throughout the year. Title 1 also provides supplies and materials for the after school program.

- **Title I School Improvement Grant (1003 a) will be used to provide intensive professional development for teachers on using data to drive instruction and creating high quality units. Funds from this grant will also be used to outsource support on increasing and strengthening parental involvement.**
- **21<sup>st</sup> Century Grant is used to fund a STEM based after school program and a three week summer STEM Academy for Bale students. Each program targets students in grades 2-5. The programs provide students with differentiated and small group instruction which has yielded great gains in student achievement since implementation.**
- **National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include (list the positions). If NSLA pays for your after school program mention of it here.**

---

#### 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 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, LRSD'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.

---

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?

The Pointe Outpatient Behavioral Health Services is housed at Bale Elementary School. A therapist and full time mental health paraprofessional service 25% of the student population in grades K-5. The following services are provided:

- Individual therapy
- Group therapy
- Family therapy
- Individual case management
- Medication management
- Psychological testing
- Crisis stabilization

The Pointe: Outpatient Behavioral Health Services is the mental health agency housed at Bale Elementary School. Implementing and assist with student behavior plans. A case worker is utilized to

Acts as liaison between the school and homes