

AR
Chicot Primary School
11100 Chicot Road
Little Rock AR 72103
501-447-7000

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.

Our school formed an ACSIP Leadership Team, a committee of building and community representatives at Chicot, to assist with collecting and analyzing student performance from the 2013-14 administration of Watson's 3rd grade ACTAAP 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 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. The need to do so was recognized as an important step toward a better understanding of the trend data, which resulted in better identifying the areas of need and professional development. In order to dig deeper for the root cause for our students not achieving to their full potential, we examined our routines, customs, norms, and expectations. Our analysis of data shows discrepancies in achievement among our various subpopulations. We came to the conclusion that the following areas should receive the highest priority: in Literacy - comprehension, vocabulary, and listening; in Math - Data analysis and Probability, Measurement and Patterns, and Algebra and Functions. We will select interventions and coordinate our various state and federal funding sources to address these areas of greatest need. In addition, systems for reviewing formative "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction are perpetual in nature. Plans exist to meet in grade level collaborative teams weekly and as an entire faculty monthly. Data that reflects ongoing student performance and progress is charted using an "assessment wall". By achieving all that is included in our school improvement plan, the faculty, staff, parents, students, community leaders will be able to support each challenge related to accelerating achievement for ALL students.

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.

Chicot Primary will collaborate with Chicot Head Start to create a seamless transition between HeadStart 2year-olds and PK students. The school will hold a Pre-K Round Up event in April and a Back to School Bash in the fall to

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, Chicot Primary School is designated as a Year 1 Focus School. Given our designation, various supports are being incorporated to build better structures such as 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 employment of a Literacy Instructional Facilitator, a Math Instructional Facilitator, a bilingual Parent Coordinator, and a paraprofessional. In addition to these positions, Title I provides support for our Homeless Students throughout the year. Chicot's after school program is also funded by Title 1 for identified students who are not proficient on state assessments and school assessments.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include two Elementary Reading Teachers and Eight (8) Instructional Aides.
- Additional personnel have been provided from the LRSD Special Programs Department as well as ESL/Multilingual Department to support student needs. ELL funds support the salary of our ESL Coordinator and Bilingual Parent Coordinator.
- As a Year 1 Focus School, Chicot has a local School Improvement Specialist to support the school leadership team in use of data to monitor student achievement progress and reporting this information to the ADE. An ADE School Improvement Specialist is to be assigned to assist in these efforts.
- Chicot Primary 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, 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?

Chicot currently has two School-Based Mental-Health Providers. These agencies support improving student achievement levels by increasing student time on-task and decreasing behaviors that interfere with learning. Identified students participate in regular group or individual therapy sessions in which they develop skills in self-regulation and self-control, and appropriate social skills.