

AR
 Cloverdale Aerospace Technology Conversion Charter
 6300 Hinkson Rd
 Little Rock AR 72209
 501-447-2500

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.

Cloverdale Middle School uses the following data to assess the needs of the entire school:

The Learning Institute (TLI)

Little Rock School District Data Dashboard

Cloverdale School Perceptual Staff, Student and Parent Survey(s)

Scholastic Math Inventory, Scholastic Reading Inventory and Scholastic Phonics Inventory (SMI/SRI and SPI)

Scholastic Audit Report 2013-2014

Common Formative Assessment (CFA's)

English Language Development Assessment (ELDA)

Math and Read 180, System 44 Reports

Cloverdale's comprehensive needs assessment is based upon the data listed above. An emphasis on monitoring the subpopulation groups is reviewed and discussed to indicate what achievement gaps are present. The school uses this data to determine placement and resources needed for our students in various programs. Perceptual data allows building leadership to gauge the needs and concerns of all stakeholders in terms of the attitudes towards the work being done and the progress made.

Preschool Transition

2. Is this an elementary school?

No (not applicable, this school is not an elementary school)

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.

Is this a secondary school?

Yes

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.

Orientation for incoming 6th graders and their parents is provided by the school. Leadership analyzes data to look for trends in student learning. The data helps the school determine any deficiencies or gaps in learning and prescribe a systemic approach in closing those gaps. Students in the the 8th grade are administered the career Explore and Plan test. The schools' guidance and counseling office conducts an inventory on every student to assess their interests and acquired skills to establish a path for college and workforce readiness. Collaboration between counselors of our feeder schools and schools that we feed in to helps to prepare students for a smooth transition.

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, Cloverdale Middle School is designated as a priority school in academic distress. Various supports are being incorporated to build better structures. Having improved structures will provide a more comprehensive base to support our students, faculty, staff and community stakeholders. Title I Part A funds are used in our Schoolwide Program to support the academic and behavior needs of all students in our school, specifically those who are not proficient according to state standards. Title I funds support literacy and math instructional facilitators. Our school also employs a Title I parent coordinator. Cloverdale Middle School utilizes its NSLA funds in the following way: City-Year provides pull- ins and push out services as a student intervention in reference to students' academic coursework, behavior and pupil attendance. The school also has an intervention aide to assist with redirecting students whose behaviors may hinder their learning. Math 180 is a systemic program in place to address the needs of struggling students and their teachers, building students' confidence with mathematics and accelerating their progress to algebra. READ 180 and System 44 will provide Cloverdale with comprehensive support to meet the needs of the individual struggling reader/learner and place them on the path to college & career readiness. A Title I School Improvement Grant (1003a) is being used to purchase materials for READ and Math 180 classes as well. In addition, ELL money has been used to hire an ESL Facilitator, whose responsibilities include collaboration with teachers to ensure consistent delivery of effective instruction, providing pull-in or push-out services to ESL students who need additional instructional attention, providing site-based professional development, making classroom visits to provide instructional feedback, and developing an ESL academic improvement plan.

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.

All teachers and instructional paraprofessionals are highly qualified. Currently, two long-term substitutes are being utilized in vacant teaching positions. Highly qualified teachers will be recruited and hired as they become available.

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](#)

In accordance with Act 1220 OF 2003, Cloverdale Middle School conducts screenings of its students for obesity by annually assessing body mass index (BMI). BMI was assessed for 323 students. Overall, BMI classifications results indicate approximately 17.6% of all children measured were in the overweight category and approximately 29.4% of all children measured were identified as obese. Every student is eligible to eat a free and nutritional breakfast and lunch. The school is also currently participating in the national Grab and Go Breakfast Program. This program allows every students to get breakfast. All sixth grade students are scheduled in health and physical education class for 45 minutes every day. Medical services such as health vision and screening are provided to our students. The school also has several events in which meals are served. Cloverdale Middle School has a full time nurse who conducts BMI screenings and facilitates vision/health screenings and dental check ups. Health lessons are taught to students in their PE classes. These lessons will be on such topics as nutrition, physical activity and the benefits os healthy lifestyle. Resources and professional development activities are provided to the staff in order to foster a successful implementation of the wellness program. A list of universal precautions is provided to Cloverdale staff members. Resource information is provided to parents. Physical education and health activities are conducted that contribute to a healthy student lifestyle. Individual performance on the Presidential Council on Fitness assessments at the beginnin and end of each semester are compared. Funds from a Fuel Up to Play 60 award are being used to purchase a TV and wi for the cafeteia with games for dance and fitness to be used for students who don't or can't go

outside during their lunch break.

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?

Cloverdale Middle School is partnered with several mental health and wellness agencies to address the emotional, mental and therapeutic needs of its students. Students may be referred internally by a school staff member or by an outside provider or parent to continue ongoing services.