

AR  
 FOREST PARK ELEMENTARY SCHOOL  
 1600 NORTH TYLER STREET  
 LITTLE ROCK AR 72207  
 501-447-4500

### **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.**

Forest Park's needs assessment began with establishing a leadership team, composed of principal, specialists, teachers, community members, parents, and students. This team reviewed the current LRSD vision, the school's mission and core beliefs. With these in mind, the team assesses and plans the improvement of professional practice. Current school practices and perceptions of their effectiveness are found using teacher, student and parent surveys. The team also analyzes the school's current demographic data to identify any trends or significant changes (gender, race, 504, GT, SPED, ESL, economically disadvantaged, etc.). The team is also responsible for analyzing data about student learning and outcomes. This data includes benchmark scores, district interim assessments, and school-level formative and summative assessments. The team cross-analyzes the four types of data to monitor the academic growth of disadvantaged students, and those who are not achieving proficiency. Utilizing the data sources, the teams sets quarterly, semester, and yearly goals that students at each grade level will improve in the areas of critical thinking and problem solving skills in order to address identified areas of math weakness: open response, especially in data analysis & probability, geometry and the measurement strands. Students in the TAGG group need to improve in all math areas. For literacy, the team set goals for all students to increase achievement in fluency, comprehension and open response (content and practical). Students in the TAGG group will increase achievement in comprehensive literacy.

##### **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.**

Forest Park will comply with all early childhood state and federal regulations. The school, with two district Pre-K classrooms, implements the LRSD early childhood curriculum and policies, which are designed to facilitate the transition to the elementary program. All entering Kindergarten students are assessed using the LRSD required Quall's Learning Inventory. The results are used to guide instruction,

leading to a successful transition and satisfactory achievement.

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**Is this a secondary school?**

No (not applicable. This school is not a secondary school)

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**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.**

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**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, Forest Park Elementary is designated as a *Needs Improvement* school. It does not operate a Title Schoolwide Program or Targeted Assistance Program. Given our designation, we incorporate various supports 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 to provide support for our Homeless Students throughout the year.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include (list the positions).
- NSLA provides support funding for our after school program tutoring program.
- Our school is a member of the National Network of Partnership Schools (NNPS).

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**Teacher Quality**

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

Yes

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**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.**

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**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.**

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**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 leadership team utilizes the School Health Index assessment and the Student Body Mass Index Data to contribute to improving student health and achievement standards as defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework.**

**To integrate nutrition and physical activity into the overall curriculum Forest Park:**

- provides incentives, logs students' walking/running times during P.E. class, and encourages students to participate in the Wellness Fun Run and the Children's Little Rock Marathon.
- Collaborates with nurse, counselor, and teachers to integrate health education into the academic units of students.
- Displays posters in the cafeteria that relate to healthy foods.
- Invites parents and other family members to join students for lunch, and encourages them to model the importance of balanced nutrition.
- The P.E. instructor engages students in the President's Challenge-Fitness Test each year.

**Forest Park provides nutrition and physical activity professional development for staff by :**

- Using monthly faculty meetings to share ways for students to increase physical activity, such as 1-2 minute "Go Noodle" or other "brain-break" activities that encourage body movement in the classroom.
- Disseminating district and state PD opportunities to staff members on a regular basis.

**Forest Park ensures that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity by:**

- providing 60 minutes weekly of physical fitness classes led by a certified physical education teacher
- providing ninety minutes weekly of physical activity during recess, as required by the state
- participating in national initiatives promoting physical activity--"Walk to School" during first semester and "Bike to School" during second semester
- implementing activities in daily physical movement to increase physical fitness. (Take 10 Activities, Sports Club, extra P.E. sessions during the week, and etc.)

**12.8% of Forest Park students are overweight, and approximately 9% were identified as obese. The school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of our students is to show a 1% decrease in percentage of overweight and obese students according to the 2015-2016 "Assessment of Childhood and Adolescent Obesity."**

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, LRAD'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.

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**6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.**

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**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?**