

AR
Franklin Incentive Elementary
1701 S Harrison
Little Rock AR 72204
501-447-6200

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.

During the end of the 2014-2015 school year, a Professional Development was given during which the staff was broken into planning teams. Each team looked at school data in order to write goals for the 2015-2016 school year. The planning teams review of data included, but was not limited to, state mandated assessments (Benchmark, Iowa); Little Rock School District mandated assessments; SOAR; grade level common formative assessments; perceptual surveys of professional development activities; classroom walkthrough data; and perceptual surveys from parents, students, and teachers. Our analyses suggested areas of strengths (Data Analysis and Number and Operations) and weaknesses (Geometry, Measurement and Algebra) in our building. Our goal is to assist in realizing building level improvement goals. The building level instructional leaders will provide meaningful guidance through classroom walkthroughs, focus walks, and teacher conferencing. Support for all staff will be provided through on-site, ongoing, professional development, and mentoring from principals and building level coaches; who will support teachers' content area needs in the development and use of effective methods for the delivery of math instruction. We will all be accountable for the implementation of the building's selected interventions (tiered activities, programs, and/or processes) which will ensure student and staff learning targets in order to Improve Mathematical Skills and Strategies. The area of weakness, and of greatest concern across our combined student population, is Geometry, Measurement, Algebra and open response. Franklin Elementary does not have a subpopulation as the economically disadvantage and African American population are one and the same. The Little Rock School District's Mathematics Curriculum is rigorous, standards-based, appropriately paced, regularly assessed, and aligned to the Arkansas Curriculum Frameworks. Our student data, along with our development surveys, revealed that there are significant weaknesses with open response, Measurement, and Geometry within our combined population. We will address these weaknesses by (a) aligning our professional development needs to support the area of open response, Measurement, Geometry, and Algebra; (b) realigning human resources (math/instructional coaches or department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in open response, Measurement, and Geometry, as well as all areas of math as evidenced by student scores on common formative assessments, classroom walkthroughs, and/or focus walks; and (c) ensure targeted planning to make sure that the fidelity of CORE MATHEMATICAL INSTRUCTIONAL PRACTICES are in place.

Overall, the vast majority of our students made significant gain in literacy. In Reading, students demonstrated an understanding of the overall meaning of what they read. They were able to expand ideas in the text by making inferences, drawing conclusions, and making connections based on their individual schema. In Writing students demonstrated reasonable control over the features in the five writing domains. Our students are currently more proficient in reading comprehension skills than they are in writing, and perform better on multiple choice items than on open response questions. The areas of particular concern are content, style, and sentence formation. However, our students have shown substantial growth within the last three years. We will continue to follow the recommendation from our SAR, to develop vertical and horizontal planning to ensure that the concepts supporting these areas are clearly embedded in our instruction. We will continue to implement a comprehensive literacy curriculum based on the Common Core State Standards. Implementation will consist of using and teaching from written curriculum documents that have been mapped and paced to meet the needs of the students. We will appropriately assess our students in order to provide timely interventions when necessary. The principal will ensure that the "written curriculum" and the "taught curriculum" are the same. The principal will monitor the implementation of the curriculum and the delivery of instruction through various measures, such

as Classroom Walk Throughs, and focus Walks. On-site, ongoing, professional development and mentoring from the principal and the building level literacy coach will support teachers' content area needs, as well as the development and use of effective methods for the delivery of literacy instruction. The literacy curriculum supported by Common Core State Standards will be fully implemented. Our literacy intervention has been developed with multiple, sequential actions and is measurable to determine overall effectiveness.

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.

The Hospitality committee will host a Kindergarten round-up in the spring. During round-up, parents will have the opportunity to tour the school, observe classrooms, and ask questions they may have about the school, and/or the curriculum. Parents will get to take home a packet filled with information about the school along with great resources on transitioning to kindergarten.

5th Grade Student Transition to Middle School

-Student and family information is provided for a smooth transition from elementary to middle school.

-A parent information night is held for sharing information about academics and extra-curricular activities on the middle school campus by a middle school presenter.

-Students are taken on a field trip during second semester to the middle school that most of them will attend.

The middle school has a prepared program where a representative (staff and/or student) from the core subjects and extra-curricular classes will share with our students what they should expect in middle school.

-Our Counselor teaches a unit on middle school transition for three weeks during the last nine weeks of the fifth grade year. During this time students will set goals for success in middle school. As well as write a letter of introduction to their assigned middle school principal and counselor. In the letter the student can share anxieties that he/she has about middle school, and ask questions. The major purpose for the letter is to begin building a support system prior to entering middle school.

-Students can make arrangements to shadow a middle school student for a half day.

-The middle school will provide an orientation session for students prior to the beginning of the school year.

-Finally students are encouraged to visit the school's website during the summer to find out more about their future middle school.

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.

Homeless Education;

The Parent Coordinator and the School Counselor will reach out to outside agencies for students who are tagged homeless. They offer resources that may help in the area of housing, shelters, food, and clothing. Parents will be enrolled in parenting classes offered onsite or at offsite facilities. The classes will offer help in different areas, such as finances, attendance, job opportunities, dealing with anger, and working with their child in school in the areas of math and literacy.

Health Services:

Franklin students and parents will have an increased awareness of the positive effect of physical activity, nutrition, and exercise. We will provide resource materials for the Parent Center to inform parents of various topics dealing with health. A certified Physical Education teacher will fulfill requirements by the state legislation. The P.E. teacher will totally implement Common Core State Standards for physical education with all students at each grade level, P4-5, through organized recreational activities.

Children's International Program provides dental screenings and physicals for students throughout the school year. They also provide vouchers to assist families with food and clothing. The School Nurse provides vision and hearing test annually. She also checks to ensure that all pre-k students have required immunizations. She follows up to ensure that health plans are on file for students with health problems. Health folders for all students are monitored. The nurse notifies the staff about known allergies of students. We also provide opportunities for students to participate in the Physical Activity Program which encourages students to have positive views about becoming physically active. We've Implemented Go Noodle in the classroom as part of a daily exercise routine. The school counselor will make home visits to communicate with parents in order to ensure that the physical, emotional, and academic needs of children are met. The school will sponsor an annual Field Day to promote physical activity and competition in a friendly fun way

(Good sportsmanship).

Nutrition Programs;

A nutritional breakfast (BIC - Breakfast In Classroom) is provided to Franklin students and classroom staff each day. We have implemented The Love Your School initiative, which will include a walking club and gardening club, and address issues such as nutrition, gardening, and exercise. The Love Your School program will host monthly cooking classes for parents and gardening classes for students. Students will have the opportunity to sell the produce that they have grown. This program also offers students to snack on a variety of fruits and vegetables. On Wednesday and Thursday students will be given a fruit or a vegetable. Teachers will teach a quick lesson on the fruit or vegetable given. This gives students the opportunity to experience a variety of different fruits and vegetables.

Technical Education;

The technology committee and the parental involvement committee will work together to have a parent technology night led by teachers and students. Students have full use of a computer lab for 60 minutes each week along with access to computers in the classroom. The parent technology night will teach parents how to use Edline, Class Dojo, Think Central, and other programs utilized at Franklin for enhancing student achievement in the areas of math and literacy.

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](#)

We are currently doing breakfast in the classroom making sure that every child gets a well-balanced breakfast. We are implementing the Love Your School Program with the city of Little Rock. This program offers students the opportunity to start a garden and grow a variety of fruits and vegetables. Students will participate in a walking program and parents will have the opportunity to attend cooking classes. The students are also given a variety of fruits and vegetable on Wednesday and Thursday of each week. This allows student to be exposed to different kinds of fruits and vegetables. Every component is set with the goal of increasing physical education and nutrition.

Students receive grade appropriate science curriculum as well as the opportunity to have hands on experience in the school wide science lab. The Love Your School program provides a pre and post assessment along with follow up lessons on nutrition. Students engage in health levels of vigorous levels of activity through GoNoodle, recreational activity time, in addition to the allocated 60 minutes of physical education class.

Certified Physical Education teacher will fulfill requirements by the state legislation. The P.E. teacher will totally implement Common Core State Standards for physical education with all students at each grade level through organized recreational activities.

During the beginning of the year, the Physical Education teacher provided professional development to the staff on the importance of physical education. The onsite wellness clinic personnel provided professional development on the implementation of Go-noodle as a way of in cooperating exercise in the classroom, mentally and physically. The clinic provided pamphlets, brochures, and made us aware of additional services provided.

Our goal is to improve overall health and wellness in all students. By the school year 2015-2016 there will be an increase of at least 10% in the school health index score for each required module.

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?