

AR  
 FULBRIGHT ELEMENTARY SCHOOL  
 300 PLEASANT VALLEY DRIVE  
 LITTLE ROCK AR 72212  
 501-447-4700

### **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.**

Fulbright Elementary School is currently assigned as a needs improvement school. Leadership Teams were formed at Fulbright Elementary to assist with collecting, analyzing and reporting student performance from the following data tools:

- 2014 administration of the 3rd through 5th grade Augmented Benchmark
- ITBS
- SMI
- DRA/WRAP
- parent surveys
- professional development needs
- Discipline and attendance reports

A major responsibility of the teams' 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. 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 help toward aligning classroom instruction with the school-based curriculum, assessment and professional development. In order to dig deeper for the root cause as to why more of our students are not achieving to their fullest potential, we examined our routines, customs, norms and expectations. Our 2014 Supporting Data Statements show the discrepancies in achievement, among our various sub populations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of our total student population.

#### Assessment Data:

Our assessment data revealed our areas of weaknesses as Reading Literary and Practical Passages and Writing multiple choice, content and style for grades 3-5. Our areas of weakness for mathematics are measurement, number and operations and responding to open responses. Fulbright did not meet their AMO's in mathematics and literacy. We also did not meet our growth goal for mathematics. The Three Year Performance AMO for the school was not met in Math and Literacy by the TAGG group.

#### Professional Development:

To assist us in realizing building level improvement goals, the building level instructional leaders will provide meaningful guidance with collaborative planning, teacher conferences, and district level assistance and support for all staff by providing on-site, ongoing professional development and mentoring from principals and district level literacy personnel who will support teachers' content area needs and in the development and use of effective methods for the delivery of literacy instruction.

Student Attendance and Discipline:

Our student attendance and discipline data provided the following picture of our school. From 2011-2013, our attendance data has not varied significantly. We currently have 605 children enrolled in our school with an average attendance rate of 96.78% based on the previous three years of attendance data. Our student discipline data has decreased in the past three years. Neither our student attendance data nor our discipline data appear to have negatively impacted our student's achievement and performance. Our student attendance data has remained stable over the last three quarters with an average attendance rate of 96.78%.

Parental Involvement:

Based on a school stakeholder survey, our parents did not feel that the school actively recruited them to serve as members of the parent teacher organization, and very few parents indicated that they understood the academic and behavior standards set for their children. To address this concern, our school, along with the district, will join the National Network for Partnership Schools (NNPS). Our parental involvement and community engagement plan/policy has been fully implemented. Our plan as required by the state was on our school's website before the deadline. Our parental involvement plan priority reflects a response to our parents' needs to support a partnership that positively impacts student performance. Each intervention as been developed with multiple, sequential actions and will be evaluated to determine its overall effectiveness.

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**Preschool Transition**

**2. Is this an elementary school?**

Yes

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**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.**

Fulbright Elementary assists early childhood students with their transition to elementary school by hosting a program every year for incoming kindergarten students and parents called "Kindergarten Round-Up." During the event, parents are given kindergarten readiness information, visit classrooms, given an overview of curriculum, and participate in an open dialogue about expectations for elementary school. The Pre-K students participate in a kindergarten learning activity with kindergarten teachers in a classroom.

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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, Fulbright Elementary School is designated as a Needs Improvement is not in Academic Distress. 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:

National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include one Reading teacher, Math Instructional Facilitator, seven regular para professionals, one lab attendant, two special education para professionals, and four pre-kindergarten para-professionals. Fulbright's after school tutoring program is also funded through NSLA funds.

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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](#)**

Fulbright is addressing Wellness requirements as mandated by Act 1220 of 2003 by providing opportunities to improve student health, wellness, and reduce the scope of health risks associated with obesity by:

- Students will participate in 60 minutes of Physical education per week.
- Foster student play through jump ropes, basketballs, soccer balls, kickballs, and gym equipment to encourage active student participation.
- Encourage students to participate in Jump Rope and Hoops for Hearts as a healthy activity and community service.
- Use Nature Trail during physical education class and regular classroom as a running/walking facility to promote outdoor activity.
- Provide an opportunity for students to participate in the Little Rock Rockers Marathon and preparation of the event during PE class.
- Implement a school-wide policy of prohibiting non-nutritious rewards, identify 9 approved school events where food can be served, create lists of healthy snack suggestions for class parties, complete health screenings and referrals as defined by LRSD and Arkansas State Education standards.
- Based on our BMI Classifications for male and females at Fulbright 61.8% males are healthy/underweight, 13.8% overweight and 24.3% obese. Classifications for females at Fulbright are 74.1% healthy/underweight, 17.9% overweight, and 8% obese. Overall, BMI Classification resulted in 15.9% overweight and obese. Fulbright's goal is to improve student health, wellness, and reduce the scope of health risks associated with 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, 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.

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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?**

Fulbright Elementary offers a mental health school based services to students. Bridges offers clinical staff of licensed mental health professionals, mental health paraprofessionals, and a board certified child and adolescent psychiatrist provides services to children under the guidelines of the Arkansas RSPMI program. Children receive individual mental health counseling, group therapy, family therapy, psychiatric evaluation and medication management, mental health paraprofessional services, and crisis intervention/stabilization. The school and Bridges link provides an early intervention, crisis intervention and prevention, treatment, and promotion of positive social and emotional development. This comprehensive approach helps to ensure and increase student achievement.