

AR
JEFFERSON ELEMENTARY SCHOOL
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LITTLE ROCK AR 72207
501-447-5000

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.

The Faculty and Staff of Jefferson Elementary School met on August 10, 2015 to begin the process of breaking down available student achievement data. The whole group met to identify core values, our vision for all students and update our school mission statement. Teachers also met by grade level during mutual planning time, with the principal during planning time and with Math/Literacy Facilitators. Data from various sources was examined:

Benchmark 2014

ITBS

Universal Math Screener

DRA and WRAP results

Emerging Literacy Screener

SOAR Testing Data

Perceptual Data from Surveys

2015 Three year Trend Analysis of available student Literacy data strongly indicates priority concerns for Combined population in vocabulary, writing content & style; concerns in performance of African American population in reading comprehension, writing based on reading, writing content & style; Hispanic population does not have a 3 year representation; Caucasian population in reading content passage (comprehension)& writing content; Economically disadvantaged population in reading content passage (comprehension), writing based on reading, writing content & style, & vocabulary; LEP population in reading content passage (comprehension); IEP population in vocabulary, reading content passage (comprehension)& writing content & style.

Iowa Test of Basic Skills (Literacy) for First and Second Grade Students, 2015 Summary - 83% of 70 First Grade students (58 stud.) scored at a Proficiency level or above on the 2015 ITBS Total Reading Section. (Vocabulary) Iowa Test of Basic Skills - First Grade 2015 Summary: In Literacy, the academic areas needing the most improvement are: Literacy: 75% or lower MC R.9.1.5 Apply a variety of strategies to read and comprehend printed material. MC R.10.1.11 Read a variety of texts for a variety of purposes and to find specific information. MC R.10.1.19 Use various forms of functional print including lunch menu, charts to accomplish tasks. MC R.9.1.8 Know when text doesn't make sense and search for clarification. MC R.10.1.2 Distinguish between fantasy and realistic text.

The 2015 building level review of Math data included but was not limited to state mandated assessments (Benchmark, SOAR, ITBS), 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 (Number & Operations,) and weaknesses (Geometry & Measurement)in our building. To assist us in realizing building level improvement goals, the building level

instructional leaders will provide meaningful guidance with classroom walkthroughs, focus walks and teacher conferencing and support for all staff by providing on-site, ongoing professional development and mentoring from principals and building level coaches who will support teachers' content area needs and 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) that will ensure student and staff learning targets. The area of weakness of greatest concern across our combined student population is (a) Problem Solving, Measurement & Geometry. Also, our various subpopulations have additional deficiencies. Our African American students are weaker in (b) Data & Probability & Open Response in math. Finally, our students with Disabilities struggle with (c) Data & Probability & Open response in math. In all areas of Math our combined student population scored significantly higher (94.01%) than similar groups within the district and/or state; (2b.) There is also a significant achievement gap between our African American (72.41%) students as compared to their Caucasian peers (94.01%). • The Little Rock School District's Math Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the following weakness (Problem Solving, Measurement & Geometry) within our combined population. This or these weaknesses indicate that there are CORE Math INSTRUCTIONAL weaknesses (Geometry& Measurement). We will address (Measurement, Geometry & Open response) by (a) aligning our professional development needs to support this area; (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 (Measurement, Geometry and open response) 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 MATH INSTRUCTIONAL PRACTICES are in place. • The Little Rock School District's Math Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our teacher/student perceptual surveys revealed that we are not meeting the needs (Problem Solving, Data & Probability & Open Response in math) of (our African American subpopulation). We will address (Problem Solving, Data & Probability & Open Response in math) by (a) having designated learning targets; (b) teachers will provide grade level instruction built on "best" instructional "practices"(i.e., differentiated instruction); and (c) when students have difficulty reaching their designated learning targets based on progress monitoring those students will receive supplemental, tiered instructional interventions.

Iowa Test of Basic Skills 2015 for First and Second Grade Students - 80% of 65 Second Grade students (52) scored at Proficiency Level or above on the 2014 ITBS Total Math Section. (Mathematical Concepts) Iowa Test of Basic Skills -- Math 2015 summary: In Math, the academic areas needing the most improvement are: NO 1.2.2 Represent a whole number using composition and decomposition in multiple ways. 70 4 = 20 50 4 NO 1.2.5 Use multiple models to represent place value up to 100. NO 1.2.7 Compare two numbers less than 100 using numerals with symbols < = > NO 2.2.4 Apply number theory with two digit number to determine odd or even. NO 2.2.6 Demonstrate various addition and subtraction relationships to solve problems in contextual situations. NO 3.2.4 Solve problems using variety of methods and tools. A 5.2.2 Express mathematical relationships using equalities and inequalities. A 6.2.1 Use a chart or table to organize information and understand relationships.

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 Faculty and Staff of Jefferson Elementary School provide transition support for Kindergarten and Pre-Kindergarten through

Pre-K & Kindergarten Round-up Meetings every May - August prior to the beginning of the school year.

Teacher Meet and Greet each August prior to the opening of school for the year.

Family Literacy Night (Pig Out on Books) each September to provide parent training in Literacy support at home.

Providing Early Screening of students each August and September to determine each child's skill level at the beginning of the school year.

Addressing Social Emotional needs of students through Love & Logic training at Faculty Meetings and as offered by Centers for Youth and Family

Building strong classroom communities using King/Queen Day activities to get to know each child.

Partner Learning/Intentional Pairings, to support students who may begin school with little or no prior preparation.

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.

The school coordinates state, local and federal services through assigned coordinators.

ESL Coordinator and LPAC Team monthly monitoring and meetings.

IDEA programming through the school SBIT Team every other week.

504 Coordinator and Team continuous and ongoing as each student's needs dictates.

Anti-Bullying Team meets monthly and presents to all staff at Faculty Meeting.

SHI Wellness Team meets quarterly.

Parent Involvement Coordinator and Team meets quarterly or monthly.

ESEA After School Tutoring Coordinator and Team meet October through late March each school year.

NSLA funding of Pre-Kindergarten and Reading Teacher/Math Facilitator every school year.

Homeless Support Services through the School Counselor every day as needed.

Behavioral Support through New Beginnings Behavioral Health Services every school day as needed.

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](#)

The school is monitoring Health and Wellness through:

School Health Index

BMI Reports

Full time School Nurse

Fully certified full time Physical Education Teacher

Daily Physical Activity Sessions

Healthy Home Newsletters

American Heart Association partnership

1. Overall Spring 2015 BMI classification results for Jefferson Elementary show 1% of males screened fell into the overweight category, 31% of males fell into the obese category. 18% of females screened fell into the overweight category and 16% of females screened fell into the obese range. Overall Spring 2014 BMI classification results for Jefferson Elementary School show approximately 13.6% of all children measured were in the at risk for overweight category, and approximately 10.2% of children measured were identified as obese. Overall Spring 2013 BMI classification results for Jefferson Elementary School show approximately 11.8% of all children measured were in the at risk for overweight category, and approximately 18.3% of children measured were identified as obese.

2. Spring 2014 BMI classification results for Jefferson Elementary School Male population by grade level shows (% identified at risk or overweight): na% of Pre-K, na% at K, NA at First grade, 29.7% of Second Grade, NA at Third grade, 13.9% of Fourth grade, NA at Fifth grade. Spring 2013 BMI classification results for Jefferson Elementary School Male population by grade level shows (% identified at risk or overweight): na% of Pre-K, 37.5% at K, NA at First grade, 22% of Second Grade, NA at Third grade, 28.9% of Fourth grade, NA at Fifth grade. 2012 BMI classification results for Jefferson Elementary School Male population by grade level shows (% identified at risk or overweight): 44.4% of Pre-K, NA at K, NA at First grade, 17.1% of Second Grade, NA at Third grade, 38.2% of Fourth grade, NA at Fifth grade.

3.Spring 2014 BMI classification results for Jefferson Elementary School female population by grade level shows (% identified at risk or overweight): 31.2% of Pre-K, 28.9% at K, NA at First grade, 32.3% of Second Grade, NA at Third grade, 27.3% of Fourth grade, NA at Fifth grade. Spring 2013 BMI classification results for Jefferson Elementary School female population by grade level shows (% identified at risk or overweight): na% of Pre-K, 33.3 at K, NA at First grade, 26.7% of Second Grade, NA at Third grade, 24.1% of Fourth grade, NA at Fifth grade. 2012 BMI classification results for Jefferson Elementary School female population by grade level shows (% identified at risk or overweight): 27.3% of Pre-K, NA at K, NA at First grade, 36.1% of Second Grade, NA at Third grade, 23.5% of Fourth grade, NA at Fifth grade.

5.School Attendance rate for 2014 and 2015 was 96.82%. School Attendance rate for 2013 was 96.73%. School Attendance Rate for Spring 2012 was 96.51%.

Wellness activities will provide nutrition education and physical fitness activities for the development of improved health habits and promotion of a healthy lifestyle for students, school staff members, parents and the community. Benchmark The percentage of students identified as 'at risk' or 'overweight' will decrease by 5% as measured by the Body Mass Index. Recommendations to improve health and wellness includes:

The School Wellness Team will meet quarterly

Kids Cook After School nutrition club.

Provide Salad options at lunch.

Girls on the Run Fitness group will meet twice per week after school.

60 minutes of Physical Instruction per week for all students.

At least 20 minutes of physical activity for all students, every day.

Introduce a variety of activities at Recess time to encourage students to engage in physical activity.

Brain Breaks (go noodle) occur in the classroom to break up long periods of sitting.

Adhere to guidelines for providing only healthy snacks at 2 designate holiday parties per year.

Refrain from rewarding children with high calorie/sugar snacks.

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?