

AR
MABELVALE ELEMENTARY SCHOOL
9401 MABELVALE CUT-OFF
MABELVALE AR 72103
501-447-5400

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.

Currently, Mabelvale Elementary School is designated as a Needs Improvement School and is not in Academic Distress. Given our designation various supports are being incorporated to build better structures (i.e., students academic support, alignment between our curriculum, instruction and assessment, an improved school culture and workplace climate. A Needs Assessment was conducted with various stakeholders including staff, students and parents. The following data points were used to conduct the assessment:

- 2014 Benchmark Data
- 2015 SOAR (TLI) Data
- 2015 ITBS Data
- Parent and Student Surveys

Overall Student Performance: The vast majority of our students made academic gains 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 to their own experiences. In Writing, students demonstrated reasonable control over the features in the five writing domains. However, the data indicates that our students need work in responding to reading Content, Literary, and Practical passages. Our students are currently, more proficient in their

reading comprehension skills than they are in writing, and performed better on multiple choice items than open response items. As stated before, the areas of particular concern are reading and understanding practical passages, reading and understanding content passages, and writing domain: content. Since these areas are weak in each tested grade, we will follow the recommendation from our Scholastic Audit Report from Fall 2010, to develop vertical and horizontal team opportunities for our staff to review our curriculum to ensure that the concepts supporting these areas are clearly communicated, understood and embedded in our planning and instruction.

On-site, ongoing professional development and mentoring from the principal and the building level literacy facilitator will support teachers' content area needs as well as the development and use of effective methods for the delivery of literacy instruction.

The building level review of trend data included state mandated assessments, district assessments and/or perceptual surveys from 2011 -2014. The assessments analyzed were the following: ITBS and ACTAAP 2014 Overall Student Performance: Students performed at a lower rate in 2014 than in 2013. In Mathematics, students demonstrated a limited understanding of number sense and operation. They performed better on multiple choice items than open response items. The areas of particular concern are measurement, geometry, and numbers and operations. We will follow the recommendation from our Scholastic Audit Report from Fall 2010, to develop vertical and horizontal team opportunities for our staff to review our curriculum to ensure that the concepts supporting these areas are clearly communicated, understood and embedded in our planning and instruction. We will continue to implement a mathematics based on the Common Core State Standards in grades K-8. 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 to provide timely interventions when needed. 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 Formal/Informal Teacher Observations, Classroom Observation Tool and Focus Walks. On-site, ongoing professional development and mentoring from the principal and the building level math facilitator will support teachers' content area needs as well as the development and

use of effective methods for the delivery of math instruction.

From our Scholastic Audit Report from October 2010, we reviewed the indicators in Standard 4: "The school functions as an effective learning community and supports a climate conducive to performance excellence." We also examined the indicators in Standard 5: "The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students." The report identified the following indicators as deficit areas: 4.1e Teachers accept their role in student success 4.1h Evidence that the teachers and staff care 5.1a Families and the community are active partners 5.1b All students have access to all the curriculum 5.1c Reduce barriers to learning 5.1d Students are provided opportunities to receive additional assistance 5.1e School maintains an accurate student record system.

Our student attendance and discipline data provided the following picture of our school. From 2011 through 2014, our attendance has not varied significantly. We currently have 563 children enrolled on our school with an average attendance rate of 95.62 based on previous three years of attendance data. However, our student discipline data revealed several areas that have negatively impacted our students' academic achievement and performance. In our school, we have noted a higher incidence of disorderly conduct among our African-American male students as compared to other student groups.

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 on or before October 21, 2014. 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.

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.

For Pre-Kindergarten transition, we will have the following activities:

- Kindergarten Roundup / Orientation for children and parents to visit the rooms and ask questions.

- Parent packets with ways to help students to adjust to Kindergarten will be given.
- Back to School Bash for families

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.

Currently, Mabelvale Elementary School is designated as a Needs Improvement School and 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:

- Title I Part A funds are used in our Schoolwide Program to support the academic and behavior needs all students in our school specifically those who are not proficient according to state standards. Title I funds support two positions in our building: (1) Literacy Facilitator and (1) Mathematics Facilitator. In addition to these positions, Title I provides support for our Homeless Students throughout the year. Title 1 funds are also used to support our After-School program.
- Mabelvale Elementary School was one of 20 sites to be awarded a 21st CCLC Grant for the FY 2016 – 2021 Funding Cycle. The grant award amount for this year was \$160,000.00. This will allow us to serve over 100 students in our program. The program is twofold, an academic tutoring piece with an enrichment component which includes STEAM (Science, Technology, Engineering, Arts and Mathematics).
- NSLA Funds are used in a supplemental capacity to support the needs of students who have not met their proficiency targets. These funds have been used to employ certified staff members, paraprofessionals and purchase the services of City Year Little Rock Program. Our district currently has an evaluation system for both

certified and classified employees. We will use these staff evaluations to determine the effectiveness of each position. The total amount of NSLA funds allocated and budgeted for our school is \$ **466,602.64**. Those funds represent two (2) certified Staff (2@1.00 FTE) and eight (8) classified staff (8@ 1.0 FTE).The total FTE for staff supported with NSLA finds is 10.0 FTE. In addition to staff, NSLA funds will be used to provide an intervention (one –to –one tutoring) from City Year. Students' pre/post assessment scores will be used to determine the effectiveness of the tutoring program.

- The ESL Department funds are used for a Bi-Lingual Home-School Advisor.
- Title 1 funds will be used to support our mathematics intervention program entitled, "Do the Math." Do The Math helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Funds will also be used to purchase more technology to support classroom instruction.

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](#)

LRSD has successfully implemented the Healthy Hunger Kids Act of 2010 in all of our schools. The initiatives increased our fresh fruit and vegetables 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 increase in student participation. Most importantly, the District has 32 schools that participate in the Provision 2 Meal Service Program, which affords students he 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.

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?

Mabelvale Elementary School in coordination with Ms. Lisa Williams, LRSD Mental Health Services Coordinator provides school-based health services. In partnership with New Beginning Behavioral Health Services and Therapeutic Family Services, students and parents are offered individual, group, and family therapy.