

AR  
Mabelvale Middle School  
10811 Mabelvale West  
Little Rock AR 72103  
501-447-3000

### **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 comprehensive needs assessment for Mabelvale Middle School is an ongoing process. We begin the needs assessment in the spring immediately following state testing. Teachers are required to participate in group discussions/focus groups for at least one of five priorities, which include math, literacy, health/wellness, parental involvement, and Scholastic Audit. The teachers examine and reflect upon the current school improvement plan, and they begin the process of assessing our completion of actions within the plan and evaluating whether or not these actions were effectively carried out during the current school year. Administrative staff members are also engaged in the conversations with teachers about the current improvement plan, and administrators are reviewing summative evaluation of teachers and discussing whether the curriculum was delivered to students. At the same time, counselors are sending out perceptual surveys to parents and stakeholders. Over the summer, the leadership team, which consists of administrators, literacy and math facilitators, lead teachers, and central office staff members, begin the process of reviewing, analyzing, and discussing the most current data in the following areas:

##### 1. Assessment Data

- Disaggregate and trend data for summative state assessments
- Review district level quarterly SOAR assessments
- Review failure list, and analyze trends (quarterly reports and end of year reports)
- Review reading and math inventories
- After-school tutoring pre and post tests.
- Review school profile and report cards from ADE (if available)

##### 2. Curriculum Data

- Department meeting agendas and attendance (vertical and horizontal alignment)
- AIP (Academic Improvement Plans)
- Pacing guides, lesson plans, and common core standards
- Book and material inventories
- Classroom walkthrough and anecdotal notes on curriculum delivery
- Technology incorporation in curriculum delivery

##### 3. Professional Development

- Teacher PD surveys, suggestions, and requests
- PLC's based on all surveys and assessments in addition to district requirements
- Teacher certification, endorsements, and placement within the master schedule
- State and District level professional development conferences/requirements
- Teacher professional growth plans and documentation of completion

4. Parent and Community

- Review Parent Surveys
- Review quarterly parent and teacher conference documentation
- Review PTSA meetings and participation data
- Open house and parent night participation data
- Informal and formal feedback from parents about athletics, band, choir, and etc.

5. Discipline and Attendance Data

- Attendance, tardy, and student discipline reports
- School demographic and attendance trends
- Student club participation and teacher advisors
- SBIT – School based intervention reports and documentation
- ESL/ELDA intervention and committee documentation
- 504/ IDEA interventions and documentation of implementation

6. Student Health and Wellness Data

- Review district level child nutrition and cafeteria initiatives
- Review BMI, vision, and health screening data
- Review school nurse injury and medication reports
- Review classroom incentives and fundraisers for compliance with policies.

After analysis and discussion of data the leadership team develops a school wide focus on three to five strategies to address the findings of the comprehensive needs assessment. The principal presents the disaggregated data to teachers, parents, and stakeholders during preschool meetings, PLC's, open house, and PTSA meetings. Once the staff and stakeholders have given feedback on the plans to address the needs the final "Improvement Plan" for the school year is created. During the school year, leadership team meetings are held weekly to discuss the implementation of the improvement plan.

**Preschool Transition**

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

- No (not applicable, this school is not an elementary school)

**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.**

**Is this a secondary school?**

- Yes

**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.**

Mabelvale Middle School will assist our incoming sixth grade students with a "Summer Bridge Program" to initiate students into middle school. The program will take place in August, and it will address critical literacy and math standards/skills that assessment data has identified as deficit skills in incoming 6th grade students. The program also allows students and parents to meet core teachers and acclimate to the middle school experience. We will also offer a sixth grade orientation for all incoming sixth grade students. This one to two hour program teaches students to locate classes and to navigate our building.

Mabelvale partners with high schools to ease the transition of outgoing eighth grade students with a series of

activities in the spring.

1. Counselors meet with every eighth grade student to create a four year high school plan.
2. Students are allowed to shadow high school students at selected high schools.
3. After school assignments are made, high school counselors and ninth grade academy leaders meet with our students to discuss and to prepare our students for the ninth grade experience.

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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, Mabelvale Middle School is designated as a Priority School; but it 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 School-wide 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 a Literacy Facilitator, a Math Facilitator, and a Parent Involvement Facilitator. In addition to these positions, Title I provides support for our After-school Program, a Saturday Intervention Program, and a Summer Bridge Program. Funds will also be allocated to provide an after school tutoring component for ELL students.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel from AmeriCorps (City Year) to support student needs. These positions include ten (10) City Year positions with these individuals working as tutors in literacy and math and as mentors for our students.

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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](#)**

Mabelvale Middle School participates in the LRSD implementation of 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 Grab N'Go Breakfast at Mabelvale Middle School. All programs have shown increased in student participation. Most importantly, Mabelvale participates in the District's Provision 2 Meal Service Program, which affords students the options at those schools to receive the breakfast and lunch meal at "no charge".

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?**

Mabelvale is in partnership with Living Hope Therapeutic Services to address emotional, mental and therapeutic needs of the students. Students may be referred by school staff, parents or outside agencies.