

AR
 MCDERMOTT ELEMENTARY SCHOOL
 1200 RESERVOIR ROAD
 LITTLE ROCK AR 72207
 501-447-5500

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.

McDermott Elementary School is currently a needs improvement school. 65.27% (2014 AMO- 77.46%) of the students in grades 3-5 scored advanced or proficient in literacy. 60.48% (2014 AMO-74.43%) of the students in grades 3-5 scored advanced or proficient in Math. The school currently needs to show growth by 11% in literacy and 30% in math for all students in grades 3-5. The school's attendance rate is currently at 92.1% with 377 students enrolled. The leadership team reviewed student data, parent surveys, and professional development needs. A needs assessment was conducted and addressed the following areas:

- Student Data
 - o The following assessments were used to collect student data and determine student needs. The data will also be used to determine which students will receive intervention and attend the afterschool tutoring program to increase school improvement status.
 - 2014 Benchmark Data
 - Iowa Test of Basic Skills
 - STAR Reading Assessment- Renaissance Learning
 - Scholastic Math Inventory
 - Discipline Data
- Professional Development
 - o Ongoing professional development will be conducted based on the needs of teachers. Based on results from the student data, teachers will reflect on instructional needs and on how to grow professionally.
 - o The leadership team will also review teacher professional growth plans to plan future professional development.
- Parental Involvement
 - o A parental involvement survey was conducted to help address the needs of parents and how parents can assist with student achievement.

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 school will provide the following:

- Provide materials to parents on transitioning to a new school
- Plan transition for outgoing students
- Provide access to the School Parent Involvement Center
- Provide materials on social and emotional development

- Back to School Bash
 - o Parents and students are able to visit the school and meet the classroom teacher prior to the first day of 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.

Currently, McDermott 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, and 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 of all students in our school, specifically those who are not proficient according to state standards. Title I funds support our school's Math Facilitator's salary. In addition to this position, Title I provides support for our Homeless Students throughout the year, supports our afterschool tutoring programs, materials to help supplement student and teacher needs, and ongoing professional development. Title I Funds will also be used to support English Language learners through Rosetta Zone.
- 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 support an afterschool tutoring program. Our district currently has an evaluation system used for all certified and non-certified employees and will be used to evaluate the effectiveness of those positions. We will use student's pre/post assessment scores to determine the effectiveness of our after-school program.
- The total amount of NSLA funds allocated and budgeted for our school is \$ 363,197.80. Those funds represent 2.0 FTE Certified Staff (2@1.00) and 5.0 FTE Classified staff (5@1.00). In addition to staff, NSLA funds have also been used for an after-school tutoring program (\$20,000.00).

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 stakeholders will participate and provide the following services to meet health and wellness mandates:

- Love Your School Program- Offers nutrition lessons to all students and uses pre/post assessments to monitor student progress and the student's BMI
- Wellness Afterschool Activities include:
 - o Cooking Matters Course
 - o Walking Club, Sponsored by the Physical Education Teacher

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.

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?

Our school currently has a mental health agency housed on campus. Living Hope is a mental health agency that assists with students that have been identified as needing strategies or support to help them be successful in the learning environment.

The following services are provided:

- Implementing and creating behavior plans
- Developing behavioral interventions to meet student needs
- Assist teachers with student needs
- Acts as a liaison between parents and teachers