

AR
Meadowcliff Elementary
25 Sheraton Drive
Little Rock AR 72209
501-447-5600

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.

Meadowcliff School wide needs assessment, and impact data analysis will target TAGG sub populations (low socio economic, students with disabilities, and English Learners) along with identified African American male students at Meadowcliff Elementary School during the 2015-2016 school years. This approach will fully support the implementation of identified programs and/or services.

Meadowcliff Elementary School continues to strive towards rigorous and aligned instructional programs by looking at data to drive instruction. Meadowcliff Elementary School instructional program actively engages all students by using effective varied and research based practices to improve student academic performance.

The leadership team meets monthly focusing on Student and Parent Program Achievement, Curriculum & Instruction, School Organization and Management, School Climate, and Family and Community Involvement. Within our leadership collaboration we continue to focus on the listed areas during our; leadership team meetings, Professional Learning Communities, Instructional Leadership Team Meetings, Weekly Grade Level meetings, Faculty meetings, and Parent Involvement meetings.

The data is submitted and disaggregated from: Common Formative Assessments (CFA), SOAR, Universal Math Screeners (UMS), WRAP, among other research based data.

Meadowcliff currently uses the most recent data to create a comprehensive needs assessment for our school. Benchmark data (2014), SOAR (TLI), The Universal Math Screener (UMS), and QELI student achievement data is used to gather information concerning standard mastery in the areas of math and literacy. We also use surveys to gather additional information from stakeholders concerning target goals, demographics, and overall perception of our current plan of implementation for academic success.

Currently 347 students attend Meadowcliff Elementary. Fifty-two percent of the population is female and seventy-two percent is African-American. In addition, more than 90% of students are classified as low SES and qualify for free and reduced lunch. 2015 ITBS data shows that 38% of the current third grade students are proficient or advanced in literacy and 28% in math. Based on the spring 2014 benchmark data, 66.7% of 4th grade and 74.5% of 5th grade TAGG students scored proficient or advanced in literacy. In addition, 68.1% of 3rd grade; 48.7% of 4th grade; and 65.5% of 5th grade TAGG students scored proficient or advanced in math.

It is imperative to ensure high levels of learning for every child at Meadowcliff Elementary School leaves little margin for error and require a willingness to change from all stakeholders. Our main teaching practice is the continuation of looking at data to drive instruction with rigor and fidelity. Using the above assessments will assist in improving student achievement and culture by looking at strengths and weakness of each student to form interventions based upon student need.

A perception survey was distributed to intermediate students to collect data concerning school culture and interests. The

perception survey shows twenty-one percent of the student combined population in grades 3rd-5th elected literacy as their favorite subject. However, more than 65% of students in grades 3rd-5th are reading on or above grade level according to the Writing and Reading Assessment Profile (WRAP). Furthermore, 48.9% of 3rd grade; 69.1% of 4th grade; and 79.3% of 5th grade students scored proficient or advanced on the spring 2014 state benchmark.

The survey also yielded information concerning perceived attitudes concerning school faculty and students. Seventy six percent of both males and females students of different ethnicities feel that teachers are respectful towards one another. Eighty-nine percent of both males and females of different ethnicities feel like they are treated fairly by their teacher and sixty-two percent of those students believe their teacher makes learning fun and values what they have to say in class. Although, forty-nine percent of students in grades 3rd-5th stated math is their favorite subject on a collected survey, 68.1% of students in 3rd grade; 50% of 4th grade; and 65.5% of 5th grade students scored proficient or advanced in spring 2014 on the state benchmark exam. In addition, the UMS shows percentage mastery in the following grades: 93% of kindergarten, 84% of first grade, 90% of second grade, 73% of third grade, 45% of fourth grade, and 65% of fifth grade. Eighty-five percent of the students at Meadowcliff are consistently adhering to our Attendance Policy which is a positive reflection of our survey. The attendance data reveals that students who are habitually late miss the beginning of core instruction which sets the tone for high expectations for learning.

Meadowcliff Elementary School's Discipline Data Report revealed that discipline does have an impact on classroom instruction. During the 2014-2015 school year, Meadowcliff had a total number of 337 students. During the 2014-2015 school year, an estimated 10% of the students were disciplined because of disorderly conduct, or refusal to follow classroom rules. Seven students were suspended for Category 3 and 4 Sanctions.

achieve through rigorous as well as achievable instruction. The focus stays on students, teaching, and learning while maintaining the process on teaching learning.

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.

In order to assist students with the transition from preschool to kindergarten, the following has been put into place:

- Academic support during core instruction from Instructional specialists (Librarian, Instructional Facilitators, Reading Teacher, music, and outdoor gross motor skills)
- Planning sessions twice a month with Pre-K and Kindergarten teachers
- Kindergarten visits in the spring
- Parent Playdate for Pre-K for parents to support kindergarten transition
- Pre-K interim assessments to document skill mastery
- Pre-K promotion

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.

Although Meadowcliff is not a secondary school, we currently have support systems in place to assist fifth grade students in their transition to middle school. The following supports have been put into place to ensure fifth grade students transition well to middle school:

- after-school academic program
- gentleman's/ladies clubs (social growth)
- Middle school visits
- Gifted and talented transition for fifth grade
- Program showcase by Middle school students
- Fifth grade parent night
- Course selection counseling

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, Meadowcliff 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:

Currently, Meadowcliff Elementary has various programs in place to support the vast needs of students in our culture. The following programs are:

A. ESEA

- Rosetta Stone (LEP support services)
 - The Backpack program (homeless education)
 - RTI/Intervention
 - After-school program
 - Support materials (math, literacy, testing materials)
 - Instructional Facilitators
 - Instructional Team Meetings
 - Target Focus Walks
 - Use of Seven Turnaround Principles
 - Allocation of Resources
 - High Yield Strategies
 - Professional Learning Communities
- Friday Academic Decathlon
 - Monthly Thursday Luncheon with Meadowcliff Elementary staff members for selected students.
 - Good Citizen Award
 - Every 9 week recognition with guest speaker

B. IDEA Programs

- Self-contained academic classroom (3rd-5th grade)
- SBIT
- 504

C.

- Breakfast in the Classroom
- Bullying Curriculum
- BMI tests

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](#)

Each year Meadowcliff weighs and measures the heights of students to ensure they are meeting the healthy guidelines established by Act 1220. The results of the measurements are made available to parents. In addition, our school follows the National Nutrition guidelines when serving breakfast and lunch to students.

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?

We currently do not house any school-based health centers or programs.