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 PULASKI HEIGHTS ELEM SCHOOL  
 319 NORTH PINE STREET  
 LITTLE ROCK AR 72205  
 501-447-5900

### **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 building level review and disaggregation of data included, but was not limited to, state mandated assessments (Benchmark & ITBS), Little Rock School District mandated assessment (SOAR, SMI, Universal Math Screeners, DRA, DIBELS), Perceptual Surveys of Professional Development: Perceptual Data from Parents, students and teachers.

Our analysis suggested areas of strength: Numbers and Operations and Literacy Passages. Data shows the areas of concern in math are Measurement, Algebra and Geometry and in Literacy, Writing Content-Open Response. To assist us in realizing our building level improvement goals, the Leadership Team and grade level teams will continue to disaggregate the data once monthly progress monitoring data has been submitted for review and identify the needs of educationally disadvantaged students. The Leadership team will determine the number of students that will need Tiered instruction/intervention.

K-2 teachers are integrating Daily Math targeted small group math instruction and 3rd through 5th grade will be using adapted Counting Collections for all students with math AIPs.

A full-time Reading teacher provides Tier II and III reading instruction for identified students in grades 1-3. All teachers employ the CAFE/Daily 5 reading and writing strategies in their classrooms, which is a research-based program.

The Math Instructional Facilitator receives literacy and math data (school-based and district mandated) from teachers and displays the results on a data wall to determine if children are making appropriate monthly growth.

Perceptual/Climate Surveys from parents show that our school gives clear and adequate forms of communication, is a welcoming environment, and provides many opportunities for family involvement. The Leadership Team will determine how to implement additional requests from parents, such as homework help, computer training and parenting skills.

Our demographic data shows that 50% of our students are on free or reduced lunch. The majority of our student population live in the surrounding neighborhood/school zone and 35% are bus riders.

#### **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 Leadership Team sends communication to feeder schools inviting them to an Open House before the school year ends. In addition, the Principal and Kindergarten team sends a welcome letter to parents of rising kindergarten students that include a Readiness Checklist of what children should know and do upon entering

kindergarten; parents are also invited to bring their kindergarten child to school during Check-In so that the teachers can administer an informal assessment prior to the beginning of the start of school. The data is used to determine the needs of each student entering Kindergarten.

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**Is this a secondary school?**

No (not applicable. This school is not a secondary school)

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**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.**

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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.**

Funds are used for the benefit of economically disadvantaged students for the enhancement of learning.

ESEA (NCLB) Title program such as LEP, migrant and homeless education services are provided as the need arises.

**The school counselor communicates with each classroom teacher at the beginning and throughout the school year to determine if resources are needed to assist with teaching/learning and physical needs i.e. clothing, food and school supplies. The counselor has an anti-violence curriculum through the teaching of conflict resolution and bullying prevention; in addition, our school district adopted a Bully Prevention curriculum that teachers implement in all grade levels.**

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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 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](#)**

- How is the school utilizing the School Health Index assessment and the Student Body Mass Index Data to contribute to improving student health and achievement? *(Statement of barriers to student health and achievement based on these required data sources.)*  
**State mandated height and weight are done on students and reports are made available to parents.**
- How is the school comparing the physical education and health education assessment from the School Health Index assessment to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework? **A certified Physical Education teacher is employed to address the Physical Education standards. The results of the data is used to address physical fitness concerns.**
- How is the school assisting with the implementation of the nutrition and physical activity standards developed by the school nutrition and physical advisory committee (District Wellness Committee) with the approval of the Arkansas Department of Education and State Board of Health? **The school follows the established guidelines mandated by the state.**
- How is the school integrating nutrition and physical activity into the overall curriculum? In addition to the number of required minutes of weekly Physical Activity and Physical Education, classroom teachers use Go Noodle in the classroom to help promote physical activity for students. In addition to the required state standards, all students participate in the school garden.
- How is the school ensuring that professional development for staff includes nutrition and physical activity issues? **We are not involved in PD at this time.**
- How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity? The Physical Education teacher integrates this in his/her lesson plans as outlined in the PE standards.
- How is the school enforcing existing physical education requirements? **Employ a certified Physical Education instructor**

- How does the district ensure pursued contracts both encourage healthful eating by students and reduced school dependence on profits from the sale of foods of minimal nutritional value? **No non- nutritional food is sold al la carte, students do not have access to vending machines, fundraisers do not include food products. The district follows national nutrition guidelines for school meals/snacks.**
- What are the school's goals and objectives (AMOs) for nutrition and physical activity to improve the health and academic performance of students? **To decrease the school's average BMI and promote overall physical fitness and health by participating in 60 minutes of physical education per week, and 90 minutes of physical activity as required by the state department of education.**

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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?**