

AR
 HOLLY HARSHMAN ELEM SCHOOL (MENA SCHOOL DISTRICT)
 1000 GEYER DRIVE
 MENA AR 71953
 479-394-3151

Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, and Arkansas Qualified Teacher/Highly Qualified Paraprofessional

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.

Holly Harshman has completed a comprehensive needs assessment based on data gathered from Fall 2016 parent surveys. The needs assessment shows that 12.77% of parents perceive that too much instructional time is lost due to interruptions. In order to off set this perception, the principal is doing morning messages at 7:55 each morning, and daily bus notes are not given to class teachers until after 3:00 pm.

Student achievement data from ACT Aspire and STAR tests has been analyzed by teachers and the principal. In order to support students scoring in the Close and In Need of Support categories, these students have been placed in RTI small groups. To set student learning goals and determine the effectiveness of school programs such as Accelerated Reading/Math, Moby Max, and Math Facts in a Flash, teachers and the HHE leadership team are meeting weekly to identify student progress. Holly Harshman is striving to address the needs of all children enrolled in our school where we have highly qualified staff that is trained to best meet the individual needs of all students.

ACT Aspire data indicates that in grade 3 students scored Close or In Needs of Support in the following content areas:

English 18% (Females 17%, Males 20%) Math 39% (Females 35%, Males 44%), Reading 51% (Females 49%, Males 55%), Science 57% (Females 57%, Males 56%), Writing 91% (Females 90%, Males 92%)

ACT Asprie data indicates that in grade 4 students scored Close or In Need of Support in the following content areas:

English 34% (Females 27%, Males 41%), Math 48%(Females 41%, Males 55%), Reading 53% (Females 46%, Males 59%), Science 54% (Females 52%, Males 55%), Writing 96% (Females 94%, Males 99%)

ACT Aspire data indicates that students in grades 5 scored Close or In Need of Support in the following content areas:

English 22% (Females 21%,Males 24%), Science 54% (Females 51%, Males 57%) Math 57% (Females 58%, Males 56%), Reading 65% (Females 61%, Males 70%), Writing 81% (Females 76%, Males 87%)

Programs were evaluated by teacher surveys Spring 2016. Surveys indicated that Scholastic newsletters (Geo Spin, and Story Works) were no longer needed due to class time restraints. All remaining programs were deemed beneficial.

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.

Preschool transition is an integral part of our school district. We have five preschools in our district that are housed on our K-2 campus. These preschoolers use the district's classrooms, cafeteria, playgrounds, and buses daily in order to make the transition to kindergarten a positive experience.

Students entering 3rd grade will have a transition tour of HHE in the Spring while 5th grade students tour the Mena Middle School and select elective preferences.

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.

Our school has developed a comprehensive school improvement plan to address deficiencies in student performance based on analysis of students' grade-level assessments, STAR, and ACT Aspire. The purpose of our plan shall be to ensure that all students meet the state standards established by the State Board of Education, as well as student achievement goals established by the district. A cumulative review of all academic improvement plans shall also be part of the data used to develop the comprehensive school improvement plan. Our plan will be developed and monitored by our administrator, teachers, other school staff, parent, community, and student (when appropriate) input and shall have as one of its components a plan for a parental involvement program. Professional development activities are designed to meet the needs identified in our plan. Our plan will reflect and accommodate the needs of LEP, migrant, homeless, and other ESEA Title programs. Funding will be coordinated and best spent on activities, materials, and programs that will best meet the needs of these identified as Close or In Need of Support. The HHE plan shall align with district funding to help ensure that all students attain proficiency.

Teacher/Paraprofessional Quality

4. Do all of your teachers meet the state's definition of Arkansas Qualified Teacher?

Yes

If No, describe the plan to ensure that all teachers will become an Arkansas Qualified Teacher

Do all of your instructional paraprofessionals meet the state's definition of highly qualified?

Yes

Title I schools may only utilize currently highly qualified staff.