

AR
 MENA HIGH SCHOOL (MENA SCHOOL DISTRICT)
 1200 Dallas Ave. P.O. Box 1810
 MENA AR 71953
 479-394-1144

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.

Student Achievement in grades 9 and 10 is tested yearly through the ACT ASPIRE test, and grade 11 by the ACT. Based on the data from the 2015/2016 test scores, teachers need to target math in all grades, writing for grades 9 and 10, reading with an emphasis on text complexity for grades 9 and 10, and science for grade 11. With no subpopulation data identified beyond gender on the ACT Aspire test results, the only point of note is that female students show higher achievement scores in all areas except math in both the 9th and 10th grade. The Average ACT composite score is 18.9, with only minor variation related to race/ethnicity except among students who prefer not to respond/don't respond to questions about race (5) who score 2.1 points lower than the average. The data shows that grade 11 students fall below the state average when looking at the percent of students meeting STEM benchmarks, 7% compared to the state average of 9%, but the average STEM score is the same for the district and the state (19.1). Scores also reveal that approximately 42% of Grade 11 students are scoring at or above proficiency when it comes to meeting the text complexity proficiency level. It is worth noting, however, that when ACT scores are given for all students taking the test (grades 7-12), 78% of students are ready for college-level coursework in English, 38% in College Algebra, 48% in college social science, and 44% in college biology.

Based on this data, as well as evaluation of programs and assessment of process data, the school has implemented changes designed to address our current needs. The math department will begin implementing quarterly STAR math assessments to better identify students who are falling behind and to target areas of deficit. A new curriculum in the form of textbooks with additional text complexity and an integrated writing program has been adopted by the 9-12 English classes. A teacher has been put in charge of teaching ACT reading to students in their CAP classes, as well as the implementation of Mandatory Monday (reading) during CAPs are changes designed to target student reading deficits.

Many programs that have shown to be successful in increasing student achievement have been retained. Programs that promote literacy, particularly the purchase of library books for the high school library, as well as for classroom libraries will continue to be funded. The purchase and maintenance costs of technology for all core classes, in the form of chromebooks, COWS, projector bulbs, ipad carts, and the library computer lab will continue to be funded. The usatestprep contract, which provides practice for ACT math, English, reading, and science, will be renewed and promoted by lead teachers. The summer ACT program, which is offered to students at no cost, will be maintained.

Perception data shows that stakeholders have few academic concerns about our school at this time, with one exception being that students do not always see a real world connection to the work they do in MHS classes. Other concerns are focused on the number of opportunities for stakeholders to be involved in the school, and on the school's governing body interfering with the operation and leadership in the school.

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.

Incoming freshmen are assisted in the transition to high school through a variety of activities, most of which occur at the close of their eighth grade year: a tour of the MHS campus, a freshman orientation day, and a meeting with their new Career Action Planning (CAP) advisor in which parents, student and the advisor plan his/her schedule for the following year. Students who are new to the district are invited to a new student luncheon, and foreign exchange students are also given a welcome dinner. All students are familiarized with the grade and credit system of MHS and with the school handbook, either through the yearly class meetings with principals or one on one with counselors.

Students who are exiting the district to post-secondary institutions and careers are also assisted by MHS. All students are introduced to Tasseltime, a website created by the counselors of Arkansas to help high school students make accurate decisions concerning their immediate careers after high school in the military, the workforce, or at a post-secondary institution. Tasseltime helps students identify scholarships and scholarship deadlines, which are also part of school-wide morning announcements. MHS also may select students to attend MASH, a six week summer program through the Mena Regional Hospital to further students awareness and knowledge of health based careers. All students are encouraged to participate in vocational opportunities at Rich Mountain Community College (RMCC): Airplane Maintenance, TV/Radio broadcasting, MedProEd classes, and Machine Tools. All students are also given the opportunity to earn up to 24 hours of concurrent and/or dual credit through MHS and RMCC. In addition, MHS actively participates in both Upward Bound and Educational Talent Search programs. Students are also given the opportunity to participate in a summer ACT program at MHS. In conjunction with RMCC, MHS offers financial aid workshops and assistance with filling out the FAFSA as well as assistance with completing the application process. While the MHS Jobs for Arkansas' Graduates (JAG) program keeps an accurate record of participants for up to a year after graduation, the school also utilizes Lifetrack, a service that tracks and retains data of graduating seniors for five years. Lifetrack provides tangible documentation of graduate success, and creates a contact point between alumni and MHS.

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.

The MHS plan coordinates with federal, state, and local services through the cafeteria for nutrition; we use a local mental health provider, Western Arkansas Guidance and Counseling, to work with our students, teachers, and counselors; school counselors work with area agencies to identify students who are part of the homeless population and the district has set aside \$4,000 to assist with school supplies and clothing needs for those students: we coordinate with the Polk County Health Department and the American Red Cross to assist students with immunizations and CPR training; through Perkins funding, our students are given the opportunity to attain Microsoft Office certifications, as well as being qualified as completers of Workforce/Technical Education courses of study; Workforce classes such as Orientation to Teaching Class, Financial Literacy and Accounting Classes, EAST, Yearbook, as well as Ag classes prepare students for future jobs; AP classes and concurrent classes at RMCC and training on how to prepare for college through a state website (Tasseltime), as well as exchanges with the local community college (RMCC) prepare our students for college education

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

Yes

Title I schools may only utilize currently highly qualified staff.