

AR
 LOUISE DURHAM ELEM SCHOOL (MENA SCHOOL DISTRICT)
 106 NORTH REINE STREET
 MENA AR 71953
 479-394-2943

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.

We used an online survey for stakeholders and analyzed results. According to the parent survey 8% felt like their child was not receiving individualized instruction. According to teacher input more time was needed for individualized instruction time. The school schedule was changed to allow more time for individualized instruction which should benefit all students. Dibels testing and progress monitoring will be used to monitor student gains. According to the IOWA test scores, 53% of first grade and 56% of second grade students were proficient in ELA. In math 48% of first grade and 67% of second grade students were proficient in math. A school program evaluation was done to determine which programs proved effective and necessary for re-funding. Findings show that we need to leave all programs funded.

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.

A public preschool program has been established on our campus in anticipation of preparing these students for school by laying a solid foundation in both literacy and math. We also host five ABC preschool classes on our campus in cooperation with our local educational cooperative. Both programs allow the preschool students to have one to two years acclimating to our school campus, routines, and activities such as library and physical education. Additionally, we host transition days each spring for the incoming Kindergarten students from all local preschools and students transitioning from home for the next academic year. Students receive a tour of the school campus, participate in orientation activities, and parents are invited to an orientation event to receive more information about our school and assistance completing necessary paperwork. For students with any special issues, conferences are held with parents to ensure all the student's needs are met and transition is smooth. Before the school year begins, we hold an open house night and registration where we invite all families to visit our school and meet their teachers. We host a family night for each grade level at the beginning of the school year to educate parents on what to expect for the school year and to help strengthen parent involvement relationships. Family involvement packets are offered at these meetings.

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.

N/A

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 LEP students receive services in the classroom through ESL certified teachers. When necessary, students are pulled for small-group instruction to ensure all their needs are met and that they are progressing to their potential.

Migrant students are tracked on academic progress and transitions into school culture to ensure they are making adequate acclimation. Students that are experiencing difficulties receiving intervention services.

Homeless students are identified through parent questionnaires and teacher observations. Homeless students are provided help with food, clothing, and other items as needed. Homeless students also participate in our school food backpack program. Students that are experiencing difficulties receiving intervention services.

IDEA students are intensively monitored. Teachers remain in close communication with parents through yearly evaluation conferences and weekly progress reports. Scheduling for students falling under the IDEA guidelines receive special scheduling considerations to ensure optional learning conditions are being met.

Our school counselors coordinate anti-violence and anti-bullying programs. Students receive anti-violence education lessons during school counseling classes during the school year. Anti-bullying lessons are also offered during school counseling classes and a school-wide assembly during the year. Anti-bullying and HERO code posters which promote respectful behavior toward others are posted around the building and in each classroom. A "Rise and Shine" assembly is conducted each Monday morning which promotes positive behavior and highlights respectful behaviors toward others.

All Kindergarten students have a weekly health class in which students study nutrition, exercise, and go over all Arkansas Health Frameworks. Students in all grades participate in the Presidential Physical Fitness Challenge and receive 170 of physical activity per week. All students participate in the Fresh Fruits and Vegetables grant program and have a daily fresh fruit or veggie snack which allows them to experience fruits and vegetables that may not ordinarily be available to their daily diet. Classroom teachers utilize the Go Noodle program to supplement health and nutritional lessons as directed by the Arkansas Health Frameworks.

Our school has a partnership with the local branch of Save the Children, a head start program. Transitional services are offered to children in this program.

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

N/A

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.