

AR
 Central High School Little Rock
 1500 S. Park Street
 Little Rock AR 72202
 501-447-1400

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 EXPLORE test data was used to determine placement of rising 9th graders. We received data for 580 students. Students who received a composite score below 15 were placed in double blocked Algebra I and Read 180. 23% of those tested were placed in READ 180 and 30% were placed in double blocked Algebra I. PLAN data was used to place students in grade-level, Pre AP or Advanced Placement classes. ACT data was used to place students in Literacy or Math Ready classes. Students who received a composite score below 19 were placed in these courses or received similar remediation (39% of Literacy students and 53% of Math students). Our reading specialist is completing the testing of grade level English students for reading comprehension.

Interventions will be determined for those below grade level.

---Our TAGG population is as follows: (October 1 data not yet received)

----TAGG population:

- Economically Disadvantaged 40%,
- English Learners 6% and
- Special Needs 5%.

---Demographics:

- African American 59%,
- Caucasian 27%,
- Hispanic 6% and
- Asian 8%.

---The counseling department completed a needs assessment of students and teachers at the end of the school year 2014-15. To enhance the LRCH guidance program, two new programs are being offered based on the assessment. The Lunch Box Series offers personal/social workshops for students during their lunch time. The College Going Saturdays will assist seniors in the areas of applying to college and writing applications for scholarships.

Preschool 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.

---Central sponsors a Tiger Academy at the end of July that includes the following components:

- Flyers delivered to middle schools, posted on the website and mailed to all incoming 9th graders.
- All attendees complete an evaluation form. (The evaluation report contains a summary of the results.)
- A roster is maintained of attendees for future reference by teachers, etc.
- Academy events include activities such as a meet and greet with the principal, a National Park Ranger providing a history of LRCH, a meet and greet event, and a school scavenger hunt led by Senior Mentors (LRCH students recommended by the faculty).

---Currently incoming students are made to feel comfortable and a part of our school community. They are given a sheet of new student information that outlines what to do for numerous school situations. Counselors go into the classrooms and make sure students are aware of clubs and activities. Students who are exiting are prepared to enter the world of work, military or college. We have a Career coach that helps with resumes and job placement. Every branch of the military has access to students and provides an opportunity for them to take the ASVAB. Students going to college are given every tool and resource to be accepted to a college and understand all of the ways to pay for school.

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, our school is a non-Title I school and we do not have an avenue for coordinating our funds with other federal programs. The exception would be district/federal support for Homeless students and students with disabilities. Locally (i.e., district level) we access the following services (ESL and IDEA) to support our students and/or other school stakeholders (violence prevention—truancy etc.). At the school level we have programs such as the ones listed below:

---We provide ESL services to all of our English Learners who meet the requirements for the program as well as services for our students with exceptionalities with annual reviews by committees for all involved.

---We have an on-site Wellness Center with two nurses and a Licensed Social Worker that provides services for students who need counseling or interventions for health services, violence prevention, and/or housing programs.

---We provide Internship classes, a JAG program (Jobs for America's Graduates), JROTC and Metro to assist students with becoming College or Career ready.

---The backpack program (Homeless services) and United Way programs are managed through the guidance office.

---IDEA supports our Special Education and 504 students administered at the district level.

---Violence prevention programs at Central include the Gentlemen and Ladies Clubs, The Watch Dog Dad and OK programs.

---Vocational training occurs at a district-wide facility entitled Metropolitan Technical Center.

---Job training opportunities include Metropolitan Technical, AR Rehabilitation and Job Corp.

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.

Currently there are 3 long-term substitutes in place of teachers who are HQT who are on long-term health medical leaves.

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](#)

Required Wellness Strategies (Act 1220 of 2003)

---Data from the School Health Index Assessment and Student Body Mass Index is collected each year by the Health/Physical Education Department Chair. Once collected, the information is disseminated to school administrators and Health and Physical Education teachers. The information is then incorporated in each discipline's lesson planning and teaching units.

---Each spring, the Health/Physical Education Department Chair completes the 6 required modules of the Alliance for a Healthier Generation Assessment. Once completed, the information is utilized by school personnel to evaluate and, if necessary, modify lesson plans and/or teaching strategies so that Physical Education and Health Education are in compliance with the ADE Physical Education/Health Education Frameworks.

---The school is assisting with the implementation of the nutrition and physical activity standards developed by the school nutrition and physical education advisory committee (District Wellness Committee) with the approval of the Arkansas Department of Education and State Board of Health through:

- Hiring teachers licensed in Physical Education and/or Health Education.
- Providing funding for supplemental teaching materials, which enables teachers to better individualize instruction.
- Providing teachers with opportunities to participate in staff development activities provided by the ADE as well as Arkansas Children's Hospital and UAMS.

---In compliance with the ADE, one-semester courses in both Physical Education and Health Education are required to be passed by each student in order to graduate. Additionally, nutrition education is integrated into the Health curriculum in compliance with the Arkansas Health Education Frameworks.

---The school is ensuring that professional development for staff includes nutrition and physical activity issues through:

- Providing a Tiger Wellness Board in the staff lounge which provides local information on common illnesses and diseases as well as resources for self-management of diet and physical activity issues.
- Offering healthier alternatives in food and drinks at faculty meetings as evidenced by water, fruit and low-calorie food items being provided.

---The school is ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity through the following:

- Nutrition education is incorporated into the required one-semester Health Education course in compliance with the Arkansas Health Education Frameworks and with Act 1220. Licensed Health educators monitor this process.
- Required one-semester Physical Education courses provide vigorous activity time with an emphasis on lifetime sports and recreation as well as physical fitness. Licensed Physical Education teachers teach and monitor the course.

---In conjunction with the ADE, LRSD requires every student to take one semester of Physical Education to graduate. Additionally, fifteen athletic programs are available throughout the school year. School administrators; licensed Physical Education teachers; and properly credentialed coaches monitor these programs.

---School administrators and staff have been trained with written materials provided by the LRSD and ADE to comply with Act 1220 and monitor:

- Compliance with guidelines for student-accessible food and beverage vending machines.
- Compliance with guidelines for the use of non-food alternatives for fund raisers during the school day.

---The school's goals and objectives (AMO's) for nutrition and physical education activity to improve the health and academic performance of students are to

- Promote activities in nutrition and physical activity to improve student wellness.
- Promote student health literacy through improved health education instruction.
- Promote healthy school environment for students through faculty and staff wellness and through parental involvement.

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?

When a student is under emotional, psychological, and behavioral stress it causes them to be less connected to school and adversely impacts academic performance. On site mental health services promote school wide opportunities that assist students, parents and staff about communication, conflict resolution skills, and other stressors and reduce barriers to academic achievement. Because the therapist is available, it decrease time away from the academic arena, reduces problem behaviors and limits time off task for the student and, should a crisis arise, the therapist is accessible for an intervention. Also, the therapist is better equipped to treat students because the therapist can observe them in their natural educational environment where many of their problems occur. When mental health services are not readily available in the school setting, students who are chronically disengaged from the school often fail academically.