

AR  
 Dunbar Magnet Middle School  
 100 Wright Avenue  
 Little Rock AR 72206  
 501-447-2600

### 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.**

Dunbar Middle School utilizes the following data to assess the needs of our school:

TLI (The Learning Institute)

Common Formative Assessments (CFA's)

SMI (Scholastic Math Inventory)

ELDA - English Language Development Assessment

GAINS Reading Assessment

KHAN Academy

Brigance Mathematics Basic Skills Assessment

Reflex Math Assessments & Reports

Dunbar's comprehensive needs assessment is based on the data reported above. This data is disaggregated at various levels to identify and allocate resources needed for students at the most individualized levels. The above data reveals intensive focus is needed on the following TAGG; (ESL, Economically Disadvantaged, SPED). Our Math focus will address fluency of basic skills and weaknesses in geometry and measurement. Our Literacy focus will address reading comprehension and basic writing skills.

#### 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.**

Prior the beginning of the school year, all 6th grade students are required to attend Orientation to acclimate them to

the middle school. The counselors and leadership team review student data to help identify learning needs. All 8th grade students were administered the Explore to test their academic abilities as well as their career and college readiness. School counselors coordinate a transitioning meeting with all current 8th grade students transitioning to 9th to discuss high school course selections as well as the curriculum and extracurricula activities.

---

### 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.**

#### **Coordination of Programs:**

**Currently, Dunbar Magnet Middle School is designated as a Focus School. Given our designation, various supports are being incorporated to build better structures (i.e., student academic support, alignment between our curriculum, instruction and assessment, an improved school culture and workplace climate. Having improved structures will provide a more comprehensive base to support our students, faculty, staff and community stakeholders. We coordinate the following programs and funds:**

- **Title I Part A funds are used in our Schoolwide Program to support the academic needs all students in our school specifically those who are not proficient/advanced according to state standards. Title I funds support our Math and Literacy Instructional Facilitators as well as our extended day program staff. In addition to these positions, Title I provides support for our Homeless Students throughout the year.**
- **The Title I School Improvement Grant (1003 a) will be used to provide professional development for teachers on best practices and standards working with all students with an emphasis on our diverse learners.**
- **Translators are provided for non-English speaking parents for parent conferences and special programs.**
- **Dr. Steven Wise serves as our school improvement specialist. Dr. Wise facilitates our leadership team meetings, participates in collaboration meetings with the teachers, and completes reports as required for compliance.**
- **We have employed behavior interventionists to assist students who have behavior concerns/issues as identified by their teachers/administrators. They also provide support to teachers on classroom management strategies and techniques.**

---

### Teacher Quality

**4. Do all of your teachers and instructional paraprofessionals meet the state's definition of highly qualified?**

No

**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.**

All teachers have been identified as highly qualified. Three long term substitutes are being utilized in keyboarding, self-contained resource, 6th grade social studies and 7-8 literacy enrichment. Highly qualified teachers will be hired as soon as they are recruited and become available.

---

### 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](#)**

In accordance with Act 1220 of 2003, Dunbar Magnet Middle School conducts various screenings and medical services to assess and protect the health and wellness of our students. The following screenings and services are:

- **Body Mass Index (BMI)- The result of this assessment revealed 23.6% of our students are overweight and 24.3% of our students are obese.**

- Vision Screenings - All sixth and eighth grade students are provided with medical services and provide parents with the results of these screenings.
- Annual Flu Clinic - All students and staff members are eligible to receive free flu vaccination annually to combat the spread of the influenza virus.

Every student is eligible to eat a free and nutritional breakfast and lunch. All sixth grade students are scheduled health and physical education 45 minutes daily. Dunbar Magnet Middle School has a full time nurse who conducts BMI screenings and facilitates vision/health screening and dental check ups. Health lessons are taught to student in their PE classes. These lessons are will be on such topics as nutrition, physical activity and the benefits of health lifestyles. Resources and professional development activity are provided to the staff in order to foster a successful implementation of the wellness program. A list of universal precautions is provided to Dunbar Middle School staff members. Resource information is provided to parents. Physical education and health activities are conducted that contribute to a healthy student lifestyle. Individual performance on the Presidential Council on Fitness assessments at the beginning and end of the semester are compared. Fuel up to Play 60 is a wellness component implemented for the whole school that encourages nutritional awareness and physical activities. The Fuel Up to Play 60 sponsors coordinate weekly physical activities during lunch throughout the year to engage our students in a healthy lifestyle.

LRSD has successfully implemented the Healthy Hunger Kids Act of 2010 in all of our schools. The initiatives increased our fresh fruit and vegetable offerings and contributed to more variety in the application of offer-vs-serve. In addition, LRSD has implemented Breakfast in the Classroom in 32 elementary schools and Grab N'Go Breakfast at two middle schools. All programs have shown increased in student participation. Most importantly, the District has 32 schools that participate in the Provision 2 Meal Service Program, which affords students the options at those schools to receive the breakfast and lunch meal at "no charge".

The sale of foods for revenue does not present a nutritional issue for middle schools of LRSD because Arkansas Act 1220 prohibits the sale of foods on middle school grounds during the school day, except those that may contribute to specific components by the cafeteria. In addition, LRSD's middle and high schools are held to restrictive guidelines regarding the sale of foods during the day because of recent Healthy Snack Legislation. No longer is profit a competitive issue with nutritional value for LRSD because of new initiatives and regulatory compliance.

**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?**

Dunbar Middle School partners with several mental health agencies to address the emotional, mental, social and therapeutic needs of our students. Students are referred by classroom teachers, counselors, parents and/or administrators.

Our onsite mental therapy agencies provide a comprehensive array of behavioral health services for our students and their families. It is their belief that human beings need more than just help to overcome mental illness; they also need hope.

Each school-based mental agency offered through our school offers intensive behavioral health treatment for seriously emotionally disturbed children and adolescents in our school setting. Through collaboration and coordination students have access to an array of professional and para-professional services without leaving school. As a school we provide a safe and confidential setting for clients to receive intensive services from the psychiatrists, therapists, and case managers. Through this school partnership, the on-site mental health agencies are able to ensure the safety and success for our students with minimal disruption to their normal educational activities.

All of the therapy services will be allowed to interact with our students and have developed a comprehensive program for outpatient services, which addresses their physical, psychological, sociological and spiritual needs.