

AR
Hall High
6700 H Street
Little Rock AR 72205
501-447-1900

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.

A comprehensive needs assessment of Hall High school was completed using the following measures of data:

1. Student Achievement Data: SRI, SMI, ACT, PLAN, AP Exams, Benchmark, Pre- and Post-Tests, CFAs, DSA/DRA, ELDA, Unit Tests.
2. School Programs/Process Data: READ 180, Edmentum, System 44, Before and After School Tutoring, Summer Programs.
3. Perception Data: Parent Surveys, Student Surveys, Teacher Surveys, SPED Parent Surveys, Customer Feedback Surveys
4. Demographic Data: Gender, Ethnicity, Race, Language, Grade Level, Program (SPED, ESL, CTE, 504, GT)

Needs Include:

- Continue to implement the Eight Essential Lesson Plan Components into the lesson plan.
- Collaborate in grade-level teams to plan lessons, devise CFA's (pre- and post-tests), grade CFA's, disaggregate the data, discuss strategies to address student deficits, share/compare successes and needs for improvement, support fellow colleagues, and continue the planning process
- Use the data from the SMI to determine the beginning-of-year math level of the students.
- Implement *Disciplinary Literacy* through the 8 Essential Math Standards.
- Continue to engage the students in interactive classroom activities based on the standards.
- Implement Math 180.
- Train the Math Instructional Facilitator in the Coaching Model.
- Train teachers in researched-based instructional strategies (CRISS, differentiated instruction, etc.) to increase student achievement.
- Train teachers in the use of The Learning Institute (TLI) online database of student test scores, research articles, and teaching resources.
- Continue to engage in before and after-school tutoring.
- Incorporate ACT/ACT Aspire practices and drills into the instructional plan.
- Continue to implement such interventions as AIMS consultants, AVID tutors, AP training, co-

teaching training, and individual/group pull-outs.

- Continue to teach to the standards in the Common Core curriculum map.
- Use the data from the SRI to determine the beginning-of-year reading level of the students; allow them to read books on their level to give them some success and hold their interest; then stretch them to texts above their grade level, using interactive reading strategies such as marking the text to aid them in rising to that next level
- Implement *Disciplinary Literacy* across the curriculum.
- Assign Read 180 or System 44 as a supplemental course for the students who are well below their reading level according the SRI (600).
- Train the Literacy Instructional Facilitator in the Coaching Model.
- Continue to use "Warrior Words of the Week" (ACT/SAT, math, science, and character) across the curriculum.
- Continue the Hall Poetry Corner.
- Continue the SIOP Program. (Sheltered Instruction Observation Protocol). The program will be implemented in ESL Language Arts and Social Studies Programs as a form of differentiated instruction for English Language Learners.
- Medical/Dental Assistance for undocumented students.
- Legal Assistance for undocumented students to apply for DACA.
- RTI Strategies
- Read 180/System 44 and Math 180 incorporated into before and/or after-school tutoring
- More Parent Involvement for all students (focus on ELL and SPED families).
- Identify students in 8th grade who will be coming to Hall and make sure that RTI strategies are in place.

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.

- Freshman Orientation offered for two days before start of school.
- Expectations were given by the Academy Lead and the Assistant Principal and Mr. Schleicher.
- Each teacher sent home the packet of expectations and the ritual and routines for the Academy. This packet also contained all contact information of the teachers and the administration.
- Every teacher went over their classroom expectations and their rituals and routines during first week of school.
- Teachers made contact with the student's parents in several classes welcoming them to Hall High.
- Support is offered to our parents by the Parent link phone calls letting the parents know information.
- We also help parent develop a behavior plan for their student to be used both here at school and at home. We request parents help reward the correct behavior (from the plan). Several teachers follow up with positive phone calls whenever possible.
- Guidance counselors schedule classroom visits within the first month of school to go over high school expectations and GPA and credit explanations.
- School-based mental health therapy is offered to parents and students through one of two agencies that work with students on campus.

- Juniors and Seniors are encouraged to attend the LRSD College Fair in September of each school year.
- Guidance counselors conduct classroom visits during the first month of school to go over expectations for their graduating year and preparations for what they will do after high school.
- Senior Parent Night is held in September for parents of seniors to review graduation and transition to college or career.
- Senior parents are encouraged during Senior Parent Night to sign up for a meeting with their child's counselor to go over individual plans.
- All seniors are met with individually during the months of September and October to go over individual plans.
- Seniors are invited to Career Week in November, and during this week they attend a college and career fair on campus.
- During Career Week, all seniors are asked to fill out an application to Pulaski Technical College and their choice of one or more four-year colleges and/or technical schools online.
- All seniors are encouraged to register for and take the ACT at least once in the Fall semester.
- Career Coach is available to help students with ACT registration, college application, apprenticeship sign-up,

- etc.
- In February, all seniors are brought in to begin their FAFSA application and also complete the State of Arkansas Youniversal scholarship/grant application.
- Parents who have questions about FAFSA or need help filling it out can make an appointment with their child's counselor to do this.
- All seniors are met with again in the Spring semester to firm up plans for after high school.
- Students are encouraged to attend Metro through classroom visits with counselors at the end of the Fall semester and the beginning of the Spring semester. Applications are provided as early as November for the following school year. Students with appropriate number of credits can apply as early as 10th grade, by choice.
- Career Coach works with students on application to apprenticeships in their senior year.
- Military recruiters are invited to speak with students who express interest in enlistment.
- The ASVAB military entrance exam is administered to interested students each semester.

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, Hall High School is designated as a Priority School that is in Academic Distress. 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 and behavior needs all students in our school specifically those who are not proficient according to state standards. Title I funds support an instructional technology, math and literacy instructional facilitator. In addition to instructional facilitators, our school employs a Title I parent coordinator.
- Title I School Improvement Grant (1003 a) will be used to improve math and literacy scores through the purchase of materials and supplies, professional development, consultants, and purchased services.
- National School Lunch Act (NSLA) State/Categorical funds are used for additional personnel to support student needs. These positions include three (3) aides that work with our special education student population.

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.

Two positions are currently held by long-term subs (Spanish I and Physical Science). Letters have been sent out to the parents of students in those classes per ADE requirements.

The person for Physical Science is waiting for Praxis scores for certification. When he receives the scores and certification he will be HQT.

Currently, we have two possible candidates to fill the Spanish I position. They are working on alternative licensure. One of the two will be hired as soon as they complete the background checks.

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](#)

- Provide proper nutritional information so students and adults on campus can incorporate that into the dietary objectives.
- Encourage students and staff to implement more physical activity into their daily lives and activities.
- Most students in physical education and health classes are 9th grade. All activities are geared toward the 14-17 year grade level. We encourage eating healthy and participating in vigorous physical activities outside the classroom experience. By changing from 4 blocks a day to 7 periods per day, the number of minutes devoted to physical activity and health education has increased from a 180 minute one week to 270 the next week to a consistent 250 minutes a week. Those students assigned to health and physical education, now receive over 1000 minutes a month compared to block method's 900 minutes per month.

- Requiring appropriate lesson plans and observational feedback for PE and Health classes.
- There are still some organizations that sell candy and other items that are not as healthy a choice but a greater number each year avoid this and are developing fundraisers that avoid unhealthy choices.
- School nurse conducts annual BMI. Data is entered and letters are generated to parents of students who are considered obese.
- Also physical activity will be rated on pre\ post scores on the President s Physical Fitness Test now titled under Fitness Gram.

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?

- Living Hope is a clinic that has a full-time employee based at Hall High. The case load for this therapist is max 30-35 students, which is full at the time of this writing.
- Life Strategies is another agency that provides school-based therapy to Hall High students. They do not have a full-time presence, but do provide group therapy in addition to individual, Medicaid-paid therapy. Groups include: anger management, male empowerment, grief counseling.
- Arkansas Voices representative comes on campus frequently to serve students who have been affected by incarceration in their families, and works with students in a group therapy setting.
- Young Life representatives come to campus frequently to serve pregnant teens in a group setting.
- Other agencies come on campus frequently to serve their private clientele during the school day.
- These services address student achievement levels by providing for students' mental health needs while encouraging focus and attention to school work.