

AR
 J.A. Fair High
 13420 David O Dodd
 Little Rock AR 72210
 501-447-1700

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.

JA Fair High School analyzed data from the previous school year in order to determine areas of improvement and needs for the upcoming school year. The team discussed what type of data we needed to collect to best determine the needs of our students. Data was gathered from a variety of sources to give the stakeholders in the school a complete picture of our program's strengths and weaknesses. The school improvement team worked with their colleagues at each grade level to gather and interpret data.

- Benchmarks (7-8)
- EOC Algebra 1
- EOC Geometry
- Biology
- SMI/SRI
- Read 180 data
- ELPA data
- Grade distribution data
- Pre/Post Test Data
- City Year/ Career Academy Data
- Daily attendance
- Discipline

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.

- The 9th grade academy sponsors an early start program before school begins.
- 9th graders are paired with an upperclassman
- Career/Transition Fair
- Career Coach

- Adopt a Senior with City Year-Guide through college entrance process, ACT Prep, Essays
- Mentor Program-seniors paired with an adult in the building to guide and assist them through the college or career decision process
- FAFSA night for all senior students and parents

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.

We utilize the ESEA Title 1 program to provide opportunities for students to recover credits, interventions, parent-community liaison, student aids, and other academic needs. We have external mental health providers, evening meal program, community partners, career coach, JAG and DECA. Students are tested and identified using the IDEA standards. We have a United Way Welfare Coordinator. Our school nurse provides various physical, medical, and emotional services.

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 become highly qualified. Title I schools may only utilize currently highly qualified staff.

- We currently do not have a highly qualified teacher for French. We will place a substitute into the classroom that is working toward their HQT status.
- We currently do not have a highly qualified teacher for Mathematics- We will place a substitute into the classroom that is working toward their HQT status.

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](#)

- Annual BMI health screening assessments
- Vending machines with healthy choice snacks
- Health and Nutrition Plan through health classes
- Physical Education for all students
- All school meals meet dietary guidelines

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?

- We utilize Living Hope on our campus. This service is used as an on-site intervention for students.
- City Year implements the 50 Acts of Leadership with 9th grade students.