

AR
Lafayette County High School
1209 Alexander Lane
Stamps AR 71860
870-533-4464

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.

Mission

The mission of Lafayette County High School is to empower all students in academic excellence while preparing them to become responsible members of an ever-changing global society.

School Demographics

Currently, Lafayette County High School provides educational services to 286 students in grades 7-12. Grade 7 has 50 students; Grade 8 has 51 students; Grade 9 has 46 students; Grade 10 has 38 students; Grade 11 has 53 and Grade 12 has 48 students. Approximately 52% are female and 48% are male. 64% African American and 34% are Caucasian, 2% Hispanic. 81% receive free and reduced lunch.

We have 29 certified staff members. 93% of certified staff members are highly qualified. We have 7 paraprofessionals and 1 secretary. 100% of the paraprofessional staff members are highly qualified.

Lafayette County High School is designated as Title I School-wide. Currently, 6% of the students receive special education services. During the 2014-2015 school year 35% of the students received additional services beyond the regular school day.

Description of School and Student Services

Lafayette County High School provides several educational programs for students in grades 7-12 to assist with student academic achievement. Currently, Lafayette County High School offers the following interventions to meet the diverse needs of all students:

- **Scholastic Reading Counts**-Scholastic Reading Inventory is a computer adaptive reading comprehension program that provides an assessment of student reading levels reported in lexile measures. It generates a variety of reports that help teachers and leaders monitor student progress and make data-driven decisions. LCHS uses SRC as an independent reading tool for students in grades 7-12. Students select books to read based on their lexile. Once they have completed reading the book, the student takes an assessment on the book. Teachers encourage students to read above their lexile to help build comprehension and vocabulary skills. Teachers monitor students' progress through a collaborative approach between the library media specialist and the English teachers. Title I funds are used to support the program.
- **A plus - ALS** is a computer-based curriculum that identifies student strengths and weaknesses through initial assessment of student learning. It prescribes courseware lessons to each student based on the initial assessment. A direct instructional approach is used to assist students in the mastery of skills. Reports are made available to the staff to assist teachers and leaders in making data-driven decisions. Title I funds are used to support the program.

- **RTI**-Lafayette County High has 7-12 RTI team that provides interventions for students who are not making adequate progress in the core classes. Students are referred to the RTI team by staff members that teach the students. The RTI team develops a plan of action that best meet the individual needs of the student. In addition, they provide additional support and interventions the teacher can use in the classroom. The RTI team meets as needed.
- **Before/During & After School Tutoring**- Additional instruction for students who need extra assistance or one on one interventions is provided to students before during and after school in the areas of math and literacy. Teachers provide a variety of interventions based on a student's specific academic need. Title I funds are used to support the program.
- **Summer School**-Summer School is provided during the months of June and July for those students who have failed a course in high school or for students in 7th or 8th grade who need extra assistance in the core classes in order to advance to the next grade level.
- **ALE**-Alternative education is an instructional approach under the control of a school committee which is offered to "At risk" students in a nontraditional setting. Ratio is 18:1 with a paraprofessional. ALE is not punitive. Direct instruction is offered every period by certified staff members for all core subjects.
- **Resource**-Through the special education program students are provided with services that both accommodate for disabilities within the general education classrooms and address deficit areas in small groups through direct instruction in the special education classroom. Special education services are provided along a continuum of placements and are individualized based on student needs. The program focuses the education of students within the least restrictive environment while addressing deficits and allowing for progression through the general education curriculum.

Summary of How Needs Assessment Was Conducted

The Leadership Team conducted a needs assessment using root cause analysis to assess the needs of the entire school based on student achievement, student attendance, teacher attendance, student discipline, safety, and parental/community involvement. The team disaggregated the data and wrote summary statements outlining the strengths and weaknesses of the school. The Leadership Team also looked at scholastic audit recommendations to develop a plan of action to increase student achievement. PLCs interpreted sources of data to monitor growth based on The Learning Institute data (TLI) in literacy. Debbie Propps, math specialist from SWAEC, assists with interpreting data, curriculum mapping, and classroom instruction.

Analysis of Needs Assessment

A. Student Achievement Data

Literacy

A reflection of Lafayette County High School 2014 achievement data shows an increase in the overall combined literacy scores. 68% of the students taking the 7th grade literacy exam were proficient/advanced. 76% of the 8th grade students scored proficient/advanced. 57% of the students taking the 11th grade literacy exam scored proficient/advanced. Data revealed that the 11th grade literacy scores showed a slight increase. There was an increase in 7th grade literacy scores and an increase in 8th grade literacy scores.

Math

A reflection of the combined population overall Math scores exhibits that 57.59% of the students scored proficient/advanced. 60% of the 7th grade scored proficient/advanced; 54% of the 8th grade scored proficient/advanced; 63% of the students taking the Algebra I assessment scored proficient/advanced, whereas 48% of the students taking the geometry assessment scored proficient. Data showed that the geometry scores remained unchanged from the 2012/2013 school year. Algebra I scores showed an increase. There was a decline in the 8th grade math scores, whereas 7th grade scores showed an increase of 1%.

Strengths-

Algebra I

Non-linear Functions

Data Interpretation-Simple Matrix

Geometry

Relationships-Using Orthographic drawings

7th Grade Math

Number and Operations-Compute integers solving with or without technology

8th Grade Math

Estimation-use estimation to solve involving rational numbers (ratio; proportions)

Rational Numbers-Converting between scientific notation and standard notation

7th Grade Literacy

Reading-Inference-using inferences and interpretation, character development

Reading-Author's view point

8th Grade Literacy

Reading-Critical analysis of mystery and realistic fiction

Reading-Recognizing and using linking verbs

11th Grade Literacy

Reading-Interpret and use informational, practical, and technical text

Writing-writing clear and varied sentences

Weaknesses

Algebra I

Data Interpretation –Graphing

Language of Algebra

Geometry

Triangle and Inequality Theorem

7th Grade Math

Geometry-Characteristics of Geometric shapes

Numbers and Operations-Computational fluency solving multiplication with or without technology

8th Grade Math

Geometry-Pythagorean Theorem, congruency

Geometry-Symmetry and transformation drawing results of translations and reflections

7th Grade Literacy

Reading-Analyzing literary elements

Reading-Interpreting universal themes

Writing-Editing

8th Grade Literacy

Reading-Use inference to expand understanding of content knowledge

Writing-Editing

Writing-Usage

11th Grade Literacy

Reading-using literary terms to critic work

Writing-applying usage

Biology

26% of the students scored proficient or advanced on the 2015 end of course Biology exam.

A. Parental Involvement

Research states that when parents are involved in the education of their child, students have higher grades, test scores and graduation rate. In addition, attendance increases and suspension decreases. Lafayette County High School parent involvement data shows that there has been an 8.36% increase in parental involvement and a 100% increase in community involvement.

Strengths

- Orientation
- Annual Title I Meeting
- Honor Roll Program
- Senior/Parent Breakfast
- Veteran Day Program
- Financial Aid Night
- Strong Parent Involvement Committee
- Student Council
- Open House

Weaknesses

- Parents tend to be more involved in the extracurricular rather than the academics.

A. School Culture/Climate

The school takes pride in providing a school culture and climate that is conducive to learning. A comprehensive assessment of Lafayette County High School was conducted. Data revealed that several interventions are in place to provide a safe and productive environment so all students can learn.

Strengths

- Staff and students have been trained in the Active Shooter Drill procedures
- Student handbook is in place which outlines the student code of conduct
- Active Character Ed program
- Student of the week
- Student of the month
- Cougar Advisory Mentoring Program (CAMP)
- Drug-Free Awareness
- Senior Breakfast to recognize honor graduates/scholarship recipients
- CAMP Olympics

Weaknesses

- Negative perception from outsiders

A. Student/Teacher Attendance Data

Student and teacher attendance play an important role in the education process. When teachers are absent students miss out on quality instruction. When students are absent they miss out on quality instruction and important skills.

Strengths

- Incentive for teachers include roll-over days
- Incentive for students include semester test exemptions
- Low number of days missed due to attendance at professional development conferences

Weaknesses

- High number of sick days by both students and teachers
- High number of days missed due to extra-curricular activities
- Number of days missed by both students reflect low achievement scores

A. Curriculum Data

Lafayette County offers a diverse curriculum to all students.

Strengths

- Offer the required 38 units of credit with additional electives available totaling 72 units yearly
- Offer 9 hours of college credit
- Offer the required AP courses plus 3 additional
- Offer Career Readiness and Microsoft IT certification courses

Weaknesses

- Horizontal and Vertical alignment
- Technology in the classrooms

Goals/Priorities

Math Goals:

Lafayette County High School will continue to monitor students' growth through the use of formative assessments, ACT Aspire, pre-instruction and post-instruction assessments, and progress monitoring. We will continue to engage students in hands-on activities to increase their knowledge in Geometry and Algebra I. Rubrics and open-ended questioning techniques will be used in the assessment of students. Students will continue to be remediated through tutoring, small

group instruction, peer tutoring, and the use of the A plus curriculum. Data will be analyzed in professional learning communities and shared with all staff in professional development meetings. Math performance will be monitored through the use of SWAEC math specialist and the principal. TESS and classroom walkthrough data will be used to assess instruction. Formative assessment lessons from MDC, ACT Aspire exemplars, and teacher-made tests will be used to assess instruction and student growth.

Literacy Goals:

Continuous alignment of the literacy curriculum will focus on CCSS and will be evident through use of curriculum mapping/pacing documents, lesson plans and the use of high yield strategies in all classrooms. In conjunction with Math, literacy skills will be remediated through tutoring, summer school, and the use of progress monitoring, formative assessment, and the A plus curriculum. Bell work will continue to be utilized in all classrooms to assist with writing and comprehension skills. The use of Scholastic Reading Counts program will be used as a supplemental program to assist with encouraging students to become life-long readers. Rigorous instruction for all students at all grade levels will be implemented across the curriculum. Literacy performance will be monitored through the use of a Literacy coach and the principal. TESS and classroom walkthrough data will be used to assess instruction. Formative assessment lessons from LDC, ACT Aspire exemplars, TLI data, and teacher-made tests will be used to assess instruction and student growth.

Parental Involvement:

Strategies to increase Parental Involvement will focus on the involvement of parents in an ongoing review of school wide programs. We will continue to upgrade the school wide parental involvement policy in order to meet the changing needs of our parents and school. The policy will be distributed to parents and made available to the local community through our website. We will continue to encourage and invite all parents to participate and attend activities that involve academic and extra-curricular activities by sending out newsletters, submitting articles to the local newspaper, and posting information about the activities on school's marquee, facebook page, and website. We will continue to provide assistance to parents in order for them to understand the CCSS, ACT Aspire, and ACT for the 11th grade. We will provide materials and training to help parents work with their child to improve math and literacy skills across the curriculum.

Curriculum:

We will continue to offer a viable curriculum to all students. Teachers will continue to participate in professional learning communities to discuss student achievement and to disaggregate data to develop a plan of action for students not performing at grade level. These meetings will occur weekly. Professional development for teachers on differentiation of instruction, formative and summative assessment, and RTI will continue to be offered to all staff. Horizontal and vertical alignment will be revisited and teachers will be developing curriculum using the Build Your Own Curriculum software according to the CCSS. Teachers and administrators will be monitored using the TESS evaluation tool. Professional growth plans will be developed by all certified staff. Novice teachers will continue to be mentored through the Arkansas mentoring program.

Discipline/Safety:

In conjunction with certified staff, the paraprofessionals will receive job-embedded professional development involving classroom management, the student code of conduct, ethics, and school safety. Incentives such as Student of the Month, Student of the Week, CAMP Olympics, and No Fight Pizza Party for good behavior will continue to be awarded.

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 high school meets with all incoming seventh grade students at the end of their sixth grade year to review the Smart Core curriculum, secondary course of study, and disciplinary policies and procedures. The students are taken through the high school campus for a tour of the facilities. At the beginning of the school year, all students attend an orientation program, and faculty advisors are assigned to each student.

Students preparing to graduate high school are offered a counselor and career coach to aid in their preparation for post-secondary success. The school hosts a Get Real Program with a local extension agent office. A school-wide financial aid night is held for parents and students to discuss financial aid options for college. All seniors are given two days to tour college campuses. Throughout the school year, guest speakers, from colleges, military branches, and workforce specialists, visit and discuss post-secondary options for students. We offer Career 101 and Computer Business Applications, where students complete coursework that eases the transition into the job force, including an industry certification. Students take the Compass Test and the district provides a free ACT test for juniors. Students are encouraged to attend ACT preparatory classes, and transportation is provided by the district. To aid students in post-secondary success, representatives from local businesses and banks give presentations on

necessary life skills to ease the transition from student to adulthood.

Principal requires all seniors to apply to 3 colleges, apply for 3 scholarships, and apply for financial aid at those colleges.

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.

Lafayette County High School is committed to coordinating and integrating federal, state, and local services and programs to students, faculty, and community members. In conjunction with the ESEA Title I programs, we currently coordinate with Southwest Arkansas Migrant Education Cooperative to identify and service our migrant student. Annually we provide professional development to all staff in order to educate them on the rules and regulations involving students who are considered homeless. Students are locally tested and identified using the IDEA standards. In coordination with Southwest Educational Cooperative, Rainbow of Challenges, and Magnolia Specialized Services, we are able to provide educational, physical, occupational, developmental, and speech therapies which help transition students from preschool programs to elementary, from elementary to high school, and when needed from high school to sheltered workshops. Annual professional development on violence prevention and intervention strategies are provided by local law enforcement officers. Teachers are trained and certified in CPR by the Arkansas School Board Association. The high school has a wellness and physical activity committee which meets regularly to address student needs. In conjunction with the Family Consumer Science Department as well as the Health and Physical Education Department, courses are offered as graduation requirements and/or electives. The school nurse provides various physical, medical, and emotional services. Vocational and technical services are provided for students, parents, and community members through after school programs, coordinating services with the local colleges and universities, the local educational cooperative, the workforce center, and surrounding businesses/organizations. Job training skills are addressed through the use of Career Coaches, guest speakers, and online assessment activities which include interest skills that are offered through courses such as Career Readiness 101.

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.

A teacher is placed on a Academic Licensure Plan (ALP) which must be approved by the Department of Education. The teacher is given 3 years to attain highly qualified status; however, the teacher must show yearly progress of obtaining highly qualified status. The teacher can meet highly qualified status by passing the Praxis or enrolling in a course of study. If the teacher does not pass the Praxis, he/she must actively pursue 6 hours of college credit each year, and also report their grades/scores to the Department of Education until they attain highly qualified status. If they have not attained the highly qualified status by the end of the 3 year period, the ALP is void and the teacher is non-renewed for that position.

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](#)

Students are required to take a rotation class of health and physical education in their seventh and eighth grade year. Students in Grades 9-12 are required to take half of a unit of PE and half of a unit of health for their graduation requirements. PE teachers are required to attend professional development in their area each year. The marching band rehearses marching techniques outdoors daily. The Family And Consumer Science department invites several guest speakers to discuss wellness with the students. The FACS department also teaches courses on food and nutrition. The Agriculture department teaches animal and plant sciences. These activities are monitored by lesson plans.

Per Arkansas state law, 7th grade students are required to provide proof of up-to-date immunizations by October 1. Yearly BMI, vision, hearing, and scoliosis screenings are performed by the school nurse, and reports are provided to parents. Periodic drug testing is also performed for all students involved in competing organizations. The school participates in Red Ribbon Week and invites guest speakers to present information on drug abuse.

In conjunction with the local health department, flu immunizations are offered to all students annually.

The food served in the cafeteria meets the federal guidelines for the National Food and Nutrition Act of 2008. Lunches

are provided to all students, and for students that qualify for the Free and Reduced Meal program, they are provided at a reduced rate. Fundraisers involving the selling of food are not allowed to be sold at school.

All of the athletic programs offered at school provide students with physical activity. The school sponsors a weight-lifting activity for the community. Several organizations sponsor wellness activities, such as a 5K, community blood drive, and CAMP Spring Olympics.

The school performs several safety training drills, such as fire, tornado, emergency and bus evacuations.

In partnership with the Lafayette County Leadership Council, LIFE Coalition provides students with free back to school dental checkups.

An occupational therapist, physical therapist, and a speech therapist provide services to special needs students.

The Lafayette County High School wellness committee meets monthly to address wellness concerns and issues. This committee is comprised of the school nurse, administrators, coaches, food service manager, teachers, parents, and students.

The high school collaborates with professionals from the following practices: Therapeutic Family Services, Day Springs, and Professional Counseling Services. These professionals provide services, such as transporting students to and from doctor appointments, monitoring student success in the classroom, and counseling students during and after school hours.

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?

N/A