

AR  
M.L. KING MAGNET ELEM SCHOOL  
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### **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)

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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.

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**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.**

King Elementary completed a comprehensive needs assessment based on many factors. The Leadership Team reviewed the needs of the school to look at areas of teacher and leader practice to determine needs. They also reviewed student data, both school and state assessments, to determine areas of growth. The data was used to determine student needs such as interventions, GT placement, or other needs. The CIC looked at student safety and discipline concerns to ensure that all issues or needs were being addressed. Also, a discipline report provided by the district was reviewed. The school also looked at parent involvement to determine how the school is communicating with them and vice-versa. The number of volunteer hours was compared over the past three years to determine growth. The school also looked at the number of activities that are planned for parents and referred to the parent feedback. The school found the following results and made the following recommendations:

- The 5<sup>th</sup> grade class is currently 64% proficient/advanced in literacy and 85% proficient/advanced in math based on the 3<sup>rd</sup> grade Benchmark test. Based on DRA scores 72% of the students are reading on grade level. 44% of the students have been placed in the GT program based on testing and other assessments.
- Based on 2<sup>nd</sup> Grade ITBS scores, 53% of 4<sup>th</sup> grade students were

proficient/advanced in literacy and 41% were proficient/advanced in math. Based on DRA scores, 71% of the students are reading on grade level. 31% of the students have been placed in the GT program based on testing and other assessments.

- Based on 2<sup>nd</sup> Grade ITBS scores, 45% of 3<sup>rd</sup> grade students were proficient/advanced in literacy and 53% were proficient/advanced in math. Based on DRA scores, 68% of the students are reading on grade level. 23% of the students have been placed in the GT program based on testing and other assessments. Currently 13 students are involved in the MLK Reading program and 10 students are working with the Reading Interventionist.
- Based on 1st Grade ITBS scores, 66% of 2nd grade students were proficient/advanced in literacy and 60% were proficient/advanced in math. Based on DRA scores, 47% of the students are reading on grade level. Currently 14 students are involved in the MLK Reading program and 12 students are working with the Reading Interventionist.
- Based on DRA scores 63% of 1<sup>st</sup> grade students are reading on grade level. Currently 20 students are involved in the MLK Reading program and 9 students are working with the Reading Interventionist.
- The focus for the school year based on data collected is planning for small groups, assignments and assessments. PD will be provided throughout the school year to ensure that all teachers can provide all students the individualized instruction that they need.
- The school had one of the highest rates of suspensions during the 1<sup>st</sup> semester last year. The discipline plan was looked at again by the CIC committee and details were added to assist with understanding. The plan was discussed with teachers and students at the beginning of the school year. The focus of classroom procedures continues to be important. PD was also provided about behavior plans to try to assist in decreasing negative behavior.
- The school has provided a variety of activities for parents and families to attend. Looking at the sign in sheets we normally have around 250 – 300 parents and students to attend. According to parent surveys, the parents want to continue with the activities and to plan more hands-on activities that will assist them when they are working with their children at home. The number of volunteer hours has increased over the past 3 years because we have added more activities.

**2. Is this an elementary school?**

Yes

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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.

To assist the preschool students in the transition from early childhood centers to elementary school, the following steps will take place:

- Beginning in November, parent and student tours will be provided by the administration team or counselors to prospective PK students.
- King Elementary has Cub Camp each year to welcome PK students to King. This takes place Friday afternoon before school starts. Students are asked to bring their supplies to the school and they are invited to their classrooms. This allows the teachers to meet with their new students and the students have the opportunity to look around the room and become familiar with it.
- A few early childhood centers use our cafeteria for their end of the year celebration. This gives the administration an opportunity to talk to parents about the following year. The students have the opportunity to be in the school and actually be a part of the school for a short time.

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**Is this a secondary school?**

No (not applicable. This school is not a secondary school)

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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.

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**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, King Elementary 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 and behavior needs all students in our school specifically those who are not proficient according to state standards. Title I funds supports the instructional facilitator position. In addition to these positions, Title I provides support for our Homeless Students throughout**

the year.

- King received a Title I School Improvement Grant (1003 a) which will be used to support the leadership team to attend the Leadership Academy at the Arkansas Leadership Academy. It is also going to support a math consultant to work with teachers directly in the math content.
- King Elementary has been assigned a local school improvement specialist to work with the staff. She has worked with teachers during the grade level planning time to ensure that all teachers are planning strong instructional plans that meet the focus of the school. She also meets with the principal on a regular basis to discuss the progress in the school.

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#### Teacher Quality

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

Yes

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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.

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#### 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.

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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](#)

- How is the school integrating nutrition and physical activity into the overall curriculum? The school currently has Ms. Warren from the AR Extension Department. She works with our students during each month to discuss nutrition. They work in our gardens and have the opportunity to taste items from the garden. Our parents and community also have the opportunity to pick vegetables from the garden area. The school also participates in a fruit/vegetable grant two days a week. This allows the students to taste different fruits and vegetables as a snack in the afternoon. It also provides the teachers the opportunity to discuss the value of nutrition.
- How is the school ensuring that students receive grade appropriate nutrition education and engage in healthy levels of vigorous physical activity? The school currently has several programs that work to engage our students in vigorous physical activity. All students have the opportunity to participate in the 100 Mile Club. We currently have about 200 students that are actively participating every day. Most of the students walk a mile a day. The program also has teachers and parents participating in the walking program. The students will participate in the Littler Rockers Marathon at the end of

the year. The school recently received a grant for a \$100,000 fitness center for students, teachers, and parents to use. It contains 30 pieces of equipment and all 4<sup>th</sup> and 5<sup>th</sup> grade students will use the equipment for circuit training. The school also has a basketball team and cheerleaders.

- How is the school enforcing existing physical education requirements? The requirements are enforced through the scheduling process. All students currently receive the appropriate amount for physical education. All teachers understand the state standards for physical education.

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**6. Please scan and upload the results of the School Health Index into the health services file under Document Upload.**

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**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?**

King Elementary operates two School-based Mental Health Services within our school. Both programs maintain office space in the building so that students can be seen throughout the day. The therapists work with the students to assist them in organizational skills, social skills, and behavioral issues. The therapists push into the classroom setting to work with the students during instructional time to assist with academics. King Elementary believes that if these skills are strengthened then academic skills can also be increased.