Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 31, 2016

Geyer Springs Gifted and Talented Academy NCES - 50900001382

Little Rock School District

School Success Indicators Key Indicators are shown in RED.

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	**ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)**		
Status	Tasks completed: 11 of 12 (92%)		
Assess	Level of Development:	Initial: Limited Development 01/07/2015	
		Objective Met - 11/11/2015 11/13/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have a good system for our leadership meeting now. We have re-established our meeting time for the morning instead of the afternoon. We are much more focused on the data as the starting point for what we need to do. We have a greater understanding of the need to create tasks based on what can be accomplished in the next two weeks. Although our school will be closing, all members of the team are focused and working hard to ensure we are meeting the needs of our students.	
Plan	Assigned to:	Elizabeth Clifford	
	How it will look when fully met:	GSGTA's teams/committees will work in tandem with the Leadership team to accomplish the school's purpose and goals as outlined in the Leadership team's adopted purpose and bylaws. Committee meeting minutes will indicate input in the overall governance of the school. All staff and stakeholders take ownership in the growth and development of the school community to promote high levels of student achievement. All meetings will focus on the current data as a means for determining the next steps/tasks to be accomplished in the following two weeks.	
	Target Date:	01/12/2016	
	Tasks:		
	1. Regular Leadership Team meeting dates and times will be re-established and coverage given to teachers as needed.		
	Assigned to:	Cynthia Collins	

			Added date:	10/28/2015
			Target Completion Date:	09/22/2015
			Comments:	
			Task Completed:	9/22/2015 12:00:00 AM
		2. A 2015-16 Leadership Team is established.		
			Assigned to:	Cynthia Collins
			Added date:	10/28/2015
			Target Completion Date:	09/22/2015
			Comments:	
			Task Completed:	9/22/2015 12:00:00 AM
		3. Bylaws are reviewed and updated with the new Leadership Team.		
			Assigned to:	Jennifer Welborn
			Added date:	10/28/2015
			Target Completion Date:	09/22/2015
			Comments:	
			Task Completed:	9/22/2015 12:00:00 AM
		4. School committees will be re-established for the 2015-16 school year.		
			Assigned to:	Jennifer Welborn
			Added date:	10/28/2015
			Target Completion Date:	10/01/2015
			Comments:	
			Task Completed:	10/1/2015 12:00:00 AM
		5. Create a template to assist committees with writing bylaws.		
			Assigned to:	Jennifer Welborn
			Added date:	10/28/2015
			Target Completion Date:	10/08/2015
			Comments:	
			Task Completed:	10/8/2015 12:00:00 AM
		6. Identify and invite parent(s) to regular leadership meetings.		
			Assigned to:	Jennifer Welborn
			Added date:	09/22/2015
			Target Completion Date:	10/13/2015
			Frequency:	twice monthly
			Comments:	Email or call identified parents about meeting dates. Invite 2 each time to try ensure one will be attendance.
			Task Completed:	10/13/2015 12:00:00 AM
		7. Committee chairs meet with team leaders to develop bylaws using leadership team bylaws as an example.		
			Assigned to:	Cynthia Collins

			Added date:	10/12/2015
			Target Completion Date:	10/20/2015
			Comments:	This will take place during a second staff meeting on October 20th. Jennifer will develop a template based on the bylaws already created by leadership team.
			Task Completed:	10/20/2015 12:00:00 AM
		8. Announce PTA membership drive incentives (both students and teachers) during Morning News - want 100% membership		
			Assigned to:	Kristan Zargari
			Added date:	01/07/2016
			Target Completion Date:	11/13/2015
			Comments:	
			Task Completed:	11/13/2015 12:00:00 AM
		9. Organize team meetings and notes.		
			Assigned to:	Kristan Zargari
			Added date:	01/07/2016
			Target Completion Date:	11/09/2015
			Comments:	
		10. Change the regular leadership meeting time from the afternoon to the morning.		
			Assigned to:	Cynthia Collins
			Added date:	01/07/2016
			Target Completion Date:	01/12/2016
			Comments:	
			Task Completed:	1/12/2016 12:00:00 AM
		11. Begin leadership meetings with assessing data to drive our next steps and tasks.		
			Assigned to:	Elizabeth Clifford
			Added date:	01/07/2016
			Target Completion Date:	01/12/2016
			Comments:	
			Task Completed:	2/9/2016 12:00:00 AM
		12. Always end leadership meetings by asking, "What can we accomplish in the next two weeks?" and then assign tasks to team members.		
			Assigned to:	Elizabeth Clifford
			Added date:	02/10/2016
			Target Completion Date:	02/09/2016
			Comments:	
			Task Completed:	2/9/2016 12:00:00 AM
Implement	Percent Task Complete:			92%
	Objective Met:			11/11/2015 11/13/2015
	Experience:			11/11/2015 This was fairly easy as a foundation was already started from last year.

	Sustain:	11/11/2015 Continue to meet. Make sure committees are adhering to their written bylaws to guide their work.
	Evidence:	11/11/2015 We are meeting regularly and making progress. Bylaws, agendas and minutes are recorded.

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**		
Status	**Objective Met** 12/10/2015		
Assess	Level of Development:	Initial: Limited Development 01/07/2015	
		Objective Met - 12/10/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teams that are currently in place prepare agendas and record minutes of the meetings. Examples: Leadership, SBIT, Grade Level, etc.	
Plan	Assigned to:	Elizabeth Clifford	
	How it will look when fully met:	GGGTA's committees will maintain records of agendas and team meeting minutes for all meetings. These documents will be recorded in an ongoing notebook/spiral and passed along each year to the new committee recorder.	
	Target Date:	10/01/2015	
	Tasks:		
	1. Provide spirals to each committee chairperson. The recorder will take notes each meeting and store in the Leadership Team Meeting Room.		
	Assigned to:	Ms. Zandra Gordon, secretary	
	Added date:	10/12/2015	
	Target Completion Date:	10/20/2015	
	Comments:	Folders will be purchased for each committee team member. Spiral notebooks will be purchased for the recorders.	
	Task Completed:	11/2/2015 12:00:00 AM	
	2. Clear expectations of what is required for meetings, i.e. agendas and minutes will be communicated to all committees and curriculum teams.		
	Assigned to:	Virginia Thompson	
	Added date:	10/13/2015	
	Target Completion Date:	10/16/2015	
	Comments:	This will take place on Teacher Record Day on October 16, 2015.	
	Task Completed:	10/16/2015 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	12/10/2015	
	Experience:	12/10/2015 We added too many tasks to complete. Keeping it simpler.	

	Sustain:	12/10/2015 Ensure committee meeting heads schedule their meetings ahead of time so staff has notice and can arrange their schedule around the dates.	
	Evidence:	12/10/2015 Agendas are kept for all formal meetings. There is a record.	
Indicator	**ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/16/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are meeting the minimum of twice a month for an hour and 15 minutes each meeting. We have a good system for our leadership meeting now. We have re-established our meeting time for the morning instead of the afternoon. We are much more focused on the data as the starting point for what we need to do. We have a greater understanding of the need to create tasks based on what can be accomplished in the next two weeks. Although our school will be closing, all members of the team are focused and working hard to ensure we are meeting the needs of our students.	
Plan	Assigned to:	Cynthia Collins	
	How it will look when fully met:	The leadership team steers the ongoing progress of the school with a focus on student achievement. Data is reviewed at the beginning of each meeting to ground the conversation about the current state of student achievement with a focus on pre and post-test scores. Completion of tasks from the previous meeting are reviewed, celebrations of progress are noted. Concerns are discussed. The team determines if tasks from the last meeting have been accomplished. Tasks not completed are reviewed and a determination is made about whether to keep or discard the task. New tasks are then created by the team with an emphasis on what can be accomplished in the next two weeks. Areas of concern with student achievement are the focus of all tasks. Minutes of the meeting are submitted. This information is shared with staff members at the next staff meeting.	
	Target Date:	02/09/2016	
	Added date:		
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			

Indicator	**IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)**		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 11/02/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Classroom observations are occurring and data is being collected. The leadership team will place this item on the agenda to begin this work.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Indicator	**IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)**		
Status	Tasks completed: 13 of 15 (87%)		
Assess	Level of Development:	Initial: Limited Development 11/03/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All math teachers in second through 5th grade are involved in a lesson study for their professional growth plan. The math facilitator has 13 years experience with this form of professional development. All dates for the sessions are fully scheduled including the research lessons.	
Plan	Assigned to:	Virginia Thompson	
	How it will look when fully met:	Classroom teachers and specialists take part in horizontal and vertical instructional team meetings. The focus will be to discuss and determine needs for student improvement based on formal and informal data. Instructional strategies and content standards will be discussed and studied. Integration of subject areas including Imaginoons, the arts, and clubs are incorporated into team meetings as needed.	
	Target Date:	01/31/2016	
	Tasks:		
	1. A book study using the Power of Words, by Paula Denton, will begin in January.		
	Assigned to:	Cynthia Collins	
	Added date:	12/08/2015	
	Target Completion Date:	01/05/2016	
	Comments:	The principal will need to assign a reading passage in order for teachers to be prepared in January.	

			Task Completed:	1/29/2016 12:00:00 AM
		2. The principal will assign reading selections each month.		
			Assigned to:	Cynthia Collins
			Added date:	12/08/2015
			Target Completion Date:	01/31/2015
			Comments:	
			Task Completed:	1/29/2016 12:00:00 AM
		3. Discussions and presentations of information will be shared by staff.		
			Assigned to:	Cynthia Collins
			Added date:	12/08/2015
			Target Completion Date:	01/31/2016
			Comments:	Details to be determined by principal
		4. The math lead teacher will schedule time to meet with teachers to discuss lesson study as a possible format for learning for their PGP.		
			Assigned to:	Elizabeth Clifford
			Added date:	12/10/2015
			Target Completion Date:	10/01/2015
			Comments:	
			Task Completed:	10/1/2015 12:00:00 AM
		5. Lesson study groups will be formed around the mathematical topics that challenge our students and teachers.		
			Assigned to:	Elizabeth Clifford
			Added date:	12/10/2015
			Target Completion Date:	10/09/2015
			Comments:	
			Task Completed:	10/9/2015 12:00:00 AM
		6. The vertical team of math teachers in grades 3-5 will meet to complete their PGP using the lesson study format as the structure.		
			Assigned to:	Elizabeth Clifford
			Added date:	12/10/2015
			Target Completion Date:	10/15/2015
			Comments:	
			Task Completed:	10/15/2015 12:00:00 AM
		7. The second grade team will meet to complete their PGP using the structure and format of lesson study with mathematics as their focus.		
			Assigned to:	Elizabeth Clifford
			Added date:	12/10/2015
			Target Completion Date:	10/15/2015
			Comments:	
			Task Completed:	10/15/2015 12:00:00 AM

		8. All lesson study meeting times, including the research lesson, will be scheduled by the teachers and recorded in the PGP.		
			Assigned to:	Elizabeth Clifford
			Added date:	12/10/2015
			Target Completion Date:	10/15/2015
			Comments:	
			Task Completed:	10/15/2015 12:00:00 AM
		9. Point in time instructional team meetings will take place immediately following SOAR assessments.		
			Assigned to:	Kristan Zargari
			Added date:	12/10/2015
			Target Completion Date:	10/30/2015
			Comments:	
			Task Completed:	10/30/2015 12:00:00 AM
		10. Instructional teams will analyze SOAR data to determine strengths, weaknesses, and next steps for instruction.		
			Assigned to:	Elizabeth Clifford
			Added date:	12/10/2015
			Target Completion Date:	10/30/2015
			Comments:	
			Task Completed:	10/30/2015 12:00:00 AM
		11. Instructional teams will grade all open response items and writing prompts together and discuss findings.		
			Assigned to:	Kristan Zargari
			Added date:	12/10/2015
			Target Completion Date:	10/30/2015
			Comments:	
			Task Completed:	10/30/2015 12:00:00 AM
		12. 3rd - 5th grade teachers will present public lessons to peer colleagues from around the district.		
			Assigned to:	Elizabeth Clifford
			Added date:	03/01/2016
			Target Completion Date:	02/25/2016
			Comments:	
			Task Completed:	2/25/2016 12:00:00 AM
		13. The lesson study team will meet to write a report on what was learned and complete the PGP process.		
			Assigned to:	Elizabeth Clifford
			Added date:	03/01/2016
			Target Completion Date:	03/03/2016
			Comments:	

			Task Completed:	3/3/2016 12:00:00 AM
		14. The leadership team will gather research on the the effects of homework on student achievement.		
			Assigned to:	Cynthia Collins
			Added date:	03/08/2016
			Target Completion Date:	03/22/2016
			Comments:	
			Task Completed:	3/29/2016 12:00:00 AM
		15. The leadership Team will meet with grade level teachers to address classroom work/homework concerns.		
			Assigned to:	Cynthia Collins
			Added date:	03/08/2016
			Target Completion Date:	03/22/2016
			Comments:	
Implement	Percent Task Complete:			87%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	**IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)**		
Status	Tasks completed: 5 of 7 (71%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2015	
		Objective Met - 12/10/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Pre and post-tests are being administered in math and literacy in grades 3-5. All teachers are creating their own unit pre and posttests. Some teachers are working with lead teachers to tailor pre-established assessments to use with their students. Teachers are spending 20-40% of their instructional and planning time on the testing process. Students take unit pre and post-tests, weekly subject area tests, quarterly TLI SOAR, Aspire interims and other program tests as required i.e., STEM grant, Imaginoons, Love Your School, etc. Student motivation for testing continues to be a concern as evidenced by fluctuating weekly assessment scores.	
Plan	Assigned to:	Kristan Zargari	

	How it will look when fully met:			Grade level instructional teams will create pre and post-tests for the units. Collaborative planning times are scheduled for the year. Pre and post-tests are scheduled every three weeks for the year. These dates may be flexed as needed. Assessments will be short and based on the most significant learning objectives for that unit. Teachers and students value this opportunity to assess their knowledge and use this data to focus instruction and learning.
	Target Date:			12/15/2015
	Tasks:			
		1. Instructional teams will develop a schedule for pre and post-tests for each grade level for the remainder of the school year.		
			Assigned to:	Kristan Zargari
			Added date:	10/16/2015
			Target Completion Date:	10/30/2015
			Comments:	Teachers have already established some dates. These dates need to be reviewed for conflicts in the schedule and placed on the school calendar.
			Task Completed:	11/9/2015 12:00:00 AM
		2. Create large monthly interactive wall calendars.		
			Assigned to:	Elizabeth Clifford
			Added date:	11/02/2015
			Target Completion Date:	11/02/2015
			Comments:	Calendar will be used to keep track of all assessments.
			Task Completed:	11/2/2015 12:00:00 AM
		3. Schedule and place testing dates on calendar.		
			Assigned to:	Elizabeth Clifford
			Added date:	11/02/2015
			Target Completion Date:	11/13/2015
			Comments:	Testing dates on the calendar will include pre- and post unit tests and TLI tests. We are trying to alleviate some of the over-testing of students we feel is impacting motivation and morale.
			Task Completed:	11/9/2015 12:00:00 AM
		4. After the completion of the pretest, teachers have the option to have a paraprofessional come to their room for an hour to grade the tests and determine next steps		
			Assigned to:	Cynthia Collins
			Added date:	11/11/2015
			Target Completion Date:	11/16/2015
			Frequency:	monthly
			Comments:	This option is in place although we have only had one teacher use it. We will continue to make sure all teachers know this option is available.
			Task Completed:	12/8/2015 12:00:00 AM
		5. The secretary will give teachers dates in which pre and post-test data are due.		

			Assigned to:	Cynthia Collins
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016
			Comments:	The principal will give the dates.
			Task Completed:	2/19/2016 12:00:00 AM
		6. The principal will meet with staff concerning the urgency of using pre/post testing to drive their instruction.		
			Assigned to:	Cynthia Collins
			Added date:	03/08/2016
			Target Completion Date:	03/22/2016
			Comments:	
		7. The principal will email staff about the uniform 70% standard cut-off score for mastery.		
			Assigned to:	Cynthia Collins
			Added date:	03/08/2016
			Target Completion Date:	03/22/2016
			Comments:	
Implement	Percent Task Complete:			71%
	Objective Met:			12/10/2015
	Experience:			12/10/2015 Streamlining this process for teachers and making it a realistic, useful process for improving student achievement is very challenging.
	Sustain:			12/10/2015 Data collection with the final results is still a work in progress. We have yet to find a way that is not time-consuming. We will continue to work with teachers and get their input on how to keep improving the process.
	Evidence:			12/10/2015 We have the data. Student achievement is evident through the results. One teacher remarked yesterday (during a instructional team meeting in which we were disaggregating the module 2 SOAR ELA data) that she felt the pre and post-tests were helping because students were getting more practice with writing prompts and open-response. The math teacher also said students are comparing their results and noticing and remarking about their growth from the pre- to the post-test.

Indicator	**IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)**		
Status	Tasks completed: 28 of 32 (88%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We are now using pre- and post-test data on a regular basis. Following each test, teachers collaborate to determine next steps for instruction, including the regrouping of students as needed to differentiate instruction. Additional math and literacy intervention groups are also being implemented. Both students with accelerated needs and those with foundational deficits are being served. The math lead teacher, the literacy lead teacher, the curriculum coordinator, and Latin teacher are implementing the intervention groups with no more than six students in each group. The groups of students change once the current group's learning needs are met. Others take their place as needs arise. Number sense and writing components are the biggest areas of need with our students. Curriculum is being readjusted in third grade math due to the large numbers of students that lack sound number sense. A focus on number sense and reasoning is a majority focus at all grade levels.
Plan	Assigned to:	Cynthia Collins
	How it will look when fully met:	Instructional decisions and staff professional development needs will be determined based on pre- testing data. This data will also drive differentiation and individualized instruction in the classroom.
	Target Date:	01/15/2016
	Tasks:	
	1. Planning meetings will be held with grade level teams immediately following each pretest to analyze data and discuss next steps for differentiating instruction.	
	Assigned to:	Kristan Zargari
	Added date:	10/16/2015
	Target Completion Date:	10/30/2015
	Frequency:	twice monthly
	Comments:	Remind Ms. Zargari anad Ms. Clifford that agendas and minutes will be required to complete this task.
	2. Lesson plans will be reviewed, classroom observations held, and feedback provided teachers.	
	Assigned to:	Cynthia Collins
	Added date:	10/16/2015
	Target Completion Date:	10/30/2015
	Frequency:	daily
	Comments:	Email observation notes to teachers within 3-5 days of the visit.
	Task Completed:	10/30/2015 12:00:00 AM
	3. Based on the data from the pre and post-tests, teachers will implement small group instruction.	
	Assigned to:	Elizabeth Clifford
	Added date:	11/03/2015
	Target Completion Date:	11/16/2015

			Comments:	3rd grade has workstations developed. Materials need to be made. Workstations need to be taught. 4th has not started. 5th grade is in the process of developing small group workstations. 2nd grade has many workstations - just need to discuss the differentiation aspect - is it choice or are the workstations prescribed?
			Task Completed:	1/11/2016 12:00:00 AM
		4. Teachers will be given the option of having a paraprofessional come to their room immediately following the pretest so they can grade and determine next steps in a timely manner.		
			Assigned to:	Cynthia Collins
			Added date:	11/11/2015
			Target Completion Date:	11/16/2015
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM
		5. As needed, lead teachers and the curriculum specialist will support teachers with the implementation of small groups.		
			Assigned to:	Jennifer Welborn
			Added date:	12/11/2015
			Target Completion Date:	01/29/2016
			Comments:	Third grade needs the most support. Fifth grade math teacher needs help getting started.
			Task Completed:	1/29/2016 12:00:00 AM
		6. Third grade teacher will observe in fourth grade teacher's class to learn more about the logistics and management for differentiated instruction.		
			Assigned to:	Cynthia Collins
			Added date:	12/11/2015
			Target Completion Date:	01/30/2015
			Comments:	
			Task Completed:	1/29/2016 12:00:00 AM
		7. Meet with third grade teachers and Ms. Vickers to determine additional dates to observe in her classroom.		
			Assigned to:	Cynthia Collins
			Added date:	12/11/2015
			Target Completion Date:	02/19/2016
			Comments:	Use one of their planning sessions - 9:15-10:15 - for the observation and reflection time.
		8. Set up a time for Ms. Vickers to meet with third grade teachers to discuss the organization of her classroom and how she differentiates instruction.		
			Assigned to:	Kristan Zargari
			Added date:	12/11/2015
			Target Completion Date:	02/26/2016
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM

		9. Regroup students according to the results of quizzes		
			Assigned to:	Elizabeth Clifford
			Added date:	02/10/2016
			Target Completion Date:	01/12/2016
			Comments:	The instructional teams will work together to determine the groups and the curriculum to be taught.
			Task Completed:	1/12/2016 12:00:00 AM
		10. The fourth grade teacher will share during a staff meeting what she is doing for test prep.		
			Assigned to:	Cynthia Collins
			Added date:	02/10/2016
			Target Completion Date:	03/08/2016
			Comments:	The teacher implements a "bootcamp" a week before SOAR tests. She has some motivational tools she can share with teachers as well as a structure she uses to prepare students for high stakes testing.
			Task Completed:	3/8/2016 12:00:00 AM
		11. The literacy lead teacher will work with teachers on strategies to help students with open-response writing - a structure.		
			Assigned to:	Kristan Zargari
			Added date:	02/10/2016
			Target Completion Date:	02/23/2016
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM
		12. Set-up centers based on deficit grammar skills - verb tenses, etc.		
			Assigned to:	Kristan Zargari
			Added date:	02/10/2016
			Target Completion Date:	02/23/2016
			Comments:	The curriculum coordinator is assisting the literacy lead teacher and teachers with this task.
			Task Completed:	2/23/2016 12:00:00 AM
		13. Locate writing exemplars to display in classrooms and hallway.		
			Assigned to:	Kristan Zargari
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM
		14. Literacy coach will with teachers on plans to have third students analyze parts of a narrative with a focus on the reflection piece.		
			Assigned to:	Kristan Zargari
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016

			Comments:	
		15. Translate ASPIRE writing rubric into kid-friendly terms.		
			Assigned to:	Kristan Zargari
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM
		16. Students will write summaries of Arkansas Diamond books to be published online as a book review.		
			Assigned to:	Virginia Thompson
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016
			Comments:	
			Task Completed:	3/1/2016 12:00:00 AM
		17. Using Animoto, the media teacher will work with students to create book trailers for Black History Month .		
			Assigned to:	Virginia Thompson
			Added date:	02/15/2016
			Target Completion Date:	02/29/2016
			Comments:	
			Task Completed:	3/1/2016 12:00:00 AM
		18. For more practice in writing and exercise in reflection, students will reflect on new learning at the end of every Imaginoon class.		
			Assigned to:	Jennifer Welborn
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016
			Frequency:	twice weekly
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM
		19. Add a column to the pre-post test data form that breaks students into the subgroups of ESL, Spec. Ed, and Gifted.		
			Assigned to:	Cynthia Collins
			Added date:	02/15/2016
			Target Completion Date:	02/23/2016
			Comments:	Instead of adding a column, a special code has been created to identify subgroup designations.
			Task Completed:	3/1/2016 12:00:00 AM
		20. The curriculum coordinator will meet daily with gifted third grade math students using Mentoring Mathematical Minds Gifted Math Curriculum.		
			Assigned to:	Jennifer Welborn
			Added date:	02/15/2016

			Target Completion Date:	02/08/2016
			Frequency:	daily
			Comments:	ongoing
			Task Completed:	3/8/2016 12:00:00 AM
		21. The literacy lead teacher will work with flexible groups as needed on writing components.		
			Assigned to:	Kristan Zargari
			Added date:	02/15/2016
			Target Completion Date:	02/08/2016
			Frequency:	twice weekly
			Comments:	
			Task Completed:	2/8/2016 12:00:00 AM
		22. The math lead teacher will implement the Do the Math intervention model with identified students.		
			Assigned to:	Elizabeth Clifford
			Added date:	02/15/2016
			Target Completion Date:	01/11/2016
			Frequency:	daily
			Comments:	
			Task Completed:	1/11/2016 12:00:00 AM
		23. The Latin teacher will pull identified GT students for enrichment activities.		
			Assigned to:	Cynthia Collins
			Added date:	02/15/2016
			Target Completion Date:	10/30/2015
			Comments:	
			Task Completed:	10/30/2015 12:00:00 AM
		24. Identified math students will work with the Math Lead Teacher to prepare for the Mathletes Competition.		
			Assigned to:	Elizabeth Clifford
			Added date:	02/15/2016
			Target Completion Date:	01/25/2016
			Frequency:	twice weekly
			Comments:	
			Task Completed:	3/1/2016 12:00:00 AM
		25. High achieving 4th and 5th grade math students will practice and compete in the Math Olympiads Challenge each month.		
			Assigned to:	Elizabeth Clifford
			Added date:	02/15/2016
			Target Completion Date:	09/28/2015
			Frequency:	weekly
			Comments:	

			Task Completed:	9/28/2015 12:00:00 AM
		26. The media specialist will locate research to report out benefits of oral classroom reading.		
			Assigned to:	Virginia Thompson
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
		27. A Read Across America committee will be be established to plan and organize activities for school-wide participation.		
			Assigned to:	Virginia Thompson
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	3/1/2016 12:00:00 AM
		28. The math lead teacher will post-test students from current math intervention group and begin a cycle with two new groups.		
			Assigned to:	Elizabeth Clifford
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	2/29/2016 12:00:00 AM
		29. The literacy lead teacher will meet from 8-8:30 with identified fifth grade students on open-response questions.		
			Assigned to:	Kristan Zargari
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	2/29/2016 12:00:00 AM
		30. The literacy lead teacher will meet with third grade students during afternoon rotations in the writing center to establish expectations.		
			Assigned to:	Kristan Zargari
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	2/29/2016 12:00:00 AM
		31. The literacy lead teacher will continue to monitor student literacy progress and develop materials for literacy centers.		
			Assigned to:	Kristan Zargari
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	3/7/2016 12:00:00 AM

		32. ASPIRE interim 3 tests will be scheduled.		
			Assigned to:	Elizabeth Clifford
			Added date:	03/01/2016
			Target Completion Date:	02/16/2016
			Comments:	
			Task Completed:	2/16/2016 12:00:00 AM
Implement	Percent Task Complete:			88%

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	**IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)**		
Status	Tasks completed: 6 of 7 (86%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Year 2 of Responsive Classroom strategies including Morning Meeting, Quiet Time, and Closing Meetings is in progress. Community Helpers lead daily morning activities, present the daily live Morning News Show, and serve as leaders in our school. Most classrooms are organized and have consistent rules and procedures in place. A few teachers continue to receive ongoing support as they move toward independently implementing effective classroom practices. We are currently brainstorming strategies for keeping our students engaged, motivated, and excited about learning as we enter the fourth quarter of the school year..	
Plan	Assigned to:	Cynthia Collins	
	How it will look when fully met:	Teachers, students, and staff share a common understanding of school and classroom expectations, routines, procedures and consequences. Students self-monitor their own behavior and encourage others to do the same. Evidence of success will be based upon the comparison between the 2014-15 school year and the 2015-16 school year office referrals, behavior documents, and suspensions.	
	Target Date:	11/10/2015	
	Tasks:		

		1. The Literacy Lead Teacher and the Curriculum Coordinator will be present daily to help teachers establish and monitor student behavior during centers and rotations.		
			Assigned to:	Kristan Zargari
			Added date:	02/15/2016

			Target Completion Date:	02/23/2016
			Comments:	
			Task Completed:	2/23/2016 12:00:00 AM
		2. The principal will meet with third grade teacher to review behavior document protocol for classroom management.		
			Assigned to:	Cynthia Collins
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	3/1/2016 12:00:00 AM
		3. The principal will arrange classroom coverage for third grade teachers to observe peers teaching.		
			Assigned to:	Cynthia Collins
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
		4. The curriculum coordinator will continue to work with third grade teacher to model classroom management and routines.		
			Assigned to:	Jennifer Welborn
			Added date:	03/01/2016
			Target Completion Date:	03/08/2016
			Comments:	
			Task Completed:	3/8/2016 12:00:00 AM
		5. The Math Lead Teacher will continue to work two days a week to team with third grade teachers for math instruction and cooperative learning strategies including small group rotations.		
			Assigned to:	Elizabeth Clifford
			Added date:	03/08/2016
			Target Completion Date:	03/22/2016
			Comments:	
			Task Completed:	3/29/2016 12:00:00 AM
		6. The Curriculum Coordinator will continue to work in the third class to model consistent classroom procedures and practices.		
			Assigned to:	Jennifer Welborn
			Added date:	03/08/2016
			Target Completion Date:	03/22/2016
			Comments:	
			Task Completed:	3/29/2016 12:00:00 AM
		7. The media teacher will work with classroom teachers to determine incentives for students who meet or exceed their AR goals.		
			Assigned to:	Virginia Thompson
			Added date:	03/08/2016

			Target Completion Date:	03/22/2016
			Comments:	
			Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:			86%

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	**IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)**		
Status	Tasks completed: 8 of 10 (80%)		
Assess	Level of Development:	Initial: Limited Development 10/13/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many parents have signed the school's Title I Compact. We are working to achieve 100%.	
Plan	Assigned to:	Wendy Sanders	
	How it will look when fully met:	Parents and staff work together to develop the school community compact. The PTA will agree to help lead this effort. All parties will be in agreement with compact items with 100% signatures.	
	Target Date:	08/15/2016	
	Tasks:		
	1. During a professional development work session, the counselor will meet with selected staff to begin formulating ideas for the creation of a school compact that involves all stakeholders.		
	Assigned to:	Wendy Sanders	
	Added date:	10/15/2015	
	Target Completion Date:	10/30/2015	
	Comments:	This will be an ongoing process all year with tasks created for the indicator. People need to be identified. A meeting schedule needs to be created.	
	2. Parents will be invited to be involved in the GSGTA PTA.		
	Assigned to:	Jennifer Welborn	
	Added date:	11/02/2015	
	Target Completion Date:	10/30/2015	
	Comments:		
	Task Completed:	11/9/2015 12:00:00 AM	

		3. Scott Morgan will be secured for PTA professional development with parents and some staff.		
			Assigned to:	Jennifer Welborn
			Added date:	11/02/2015
			Target Completion Date:	10/06/2015
			Comments:	
			Task Completed:	10/6/2015 12:00:00 AM
		4. PD on PTA protocol and procedures is provided to interested parents.		
			Assigned to:	Jennifer Welborn
			Added date:	11/02/2015
			Target Completion Date:	10/06/2015
			Comments:	
			Task Completed:	10/6/2015 12:00:00 AM
		5. Announce PTA membership drive incentives (both students and teachers) during Morning News and with signs around the school..		
			Assigned to:	Kristan Zargari
			Added date:	11/02/2015
			Target Completion Date:	10/28/2015
			Comments:	100% participation required; i.e. 17 students and one teachers = total of 18 memberships - 2 parents in one household = 2 memberships. Get community helpers to make signs. Get community helpers to create commercials for the morning news.
			Task Completed:	11/9/2015 12:00:00 AM
		6. Write a letter to parents requesting materials for end-of-the-year culminating Medieval Festival.		
			Assigned to:	Jennifer Welborn
			Added date:	02/15/2016
			Target Completion Date:	03/28/2016
			Comments:	Don't send until after spring break. Give to PTA parent to complete.
			Task Completed:	2/9/2016 12:00:00 AM
		7. PTA President will seek food donations from community businesses for the Medieval Festival in May.		
			Assigned to:	Jennifer Welborn
			Added date:	02/15/2016
			Target Completion Date:	05/02/2016
			Comments:	
		8. All fifth graders will meet with the counselor to register for sixth grade middle school classes.		
			Assigned to:	Wendy Sanders
			Added date:	03/29/2016
			Target Completion Date:	03/18/2016

			Comments:	
			Task Completed:	3/18/2016 12:00:00 AM
		9. The counselor will work with nurse to conduct informational classes on health and wellness/puberty with fifth grade students.		
			Assigned to:	Wendy Sanders
			Added date:	03/29/2016
			Target Completion Date:	03/29/2016
			Comments:	
			Task Completed:	3/18/2016 12:00:00 AM
		10. The counselor will conduct a parent needs assessment to determine the benefits of programming at GSGTA.		
			Assigned to:	Wendy Sanders
			Added date:	03/29/2016
			Target Completion Date:	03/29/2016
			Comments:	
			Task Completed:	3/29/2016 12:00:00 AM
Implement	Percent Task Complete:			80%