

AR
 Geyer Springs Gifted and Talented Academy
 5240 Mabelvale Pike
 Little Rock AR 72209
 501-447-4800

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.

The GSGTA Staff and Leadership Team analyzed multiple sources of data including classroom performance, school, district, state and national assessments, average daily attendance, discipline, demographics, and students by program type. Through the disaggregation and review of quizzes, unit pre- and post-tests, and beginning of the year screeners, resource staff and teachers are forming small groups to flexibly differentiate instruction in the classroom and to deliver intervention services including after school programming. Informational writing, reading of nonfiction text, comprehension, and vocabulary development are areas of need. Gifted students are being given opportunities to accelerate their learning in mathematics through programming such as Math Olympiads and Khan Academy. In literacy, in addition to the myriad of enriched programming offered to all students, some gifted students are being accelerated by joining advanced grade level classrooms for their instruction while small groups of students continue to meet with the reading teacher. WRAP data from the end of last year reflected growth of 1-3 years for most of these students. Further review of the math data indicates more growth is needed with teacher content knowledge in numbers, operations, fractions, and measurement. Some math teachers will participate in a lesson study to gain comprehensive knowledge of these topics.

Discipline data indicates a dramatic decrease in the number of office referrals in 2015-2016. As a result, GSGTA will continue to utilize the school-wide strategies of Responsive Classroom and the student-led early morning activity time. Ongoing professional development will continue as teachers deepen their knowledge of the Responsive Classroom strategies. To reverse trends in some students' tardy/absences, GSGTA will make contact with the identified student's parents and also post attendance guidelines on the GSGTA website and Facebook page. Incentives will also be offered to encourage compliance.

Preschool Transition

2. Is this an elementary school?

Yes

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.

Next year before the school year begins, we will invite parents to a Pre-K round-up to explain Pre-K goals and expectations.

Dunbar staff will come to GSGTA to recruit students to their school. They will provide information about their special classes and programs. Fifth graders will take a tour of chosen middle schools. Before going, questions will be generated about the "look fors" when they visit the school.

Is this a secondary school?

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

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.

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.

NSLA funds are used to staff for a reading teacher and a literacy lead teacher. Student progress is collected throughout the year to monitor effectiveness. These funds are also used for after-school programs focused on interventions for math and reading. Pre- and post-tests are administered.

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.

Teachers who are not qualified have filed ALPs with the district and the state. One ALP is to allow a teacher to teach fifth grade. We also have seven teachers who have established ALPS to acquire certification in Gifted Education. All other staff are HQT.

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](#)

All students at GSGTA receive Breakfast in the Classroom and free lunch daily. Love Your School provides students with nutrition education once a week. They also work with students to plant and nurture a vegetable garden at the school, and students are given an opportunity to join a walking club at lunch. Parents are also invited to evening cooking/nutrition classes. Weekly fruits and vegetables are provided through a grant from the state. Students receive 60 minutes of PE and 25 minutes of daily recess for a total of 185 minutes physical activity each week. Students at GSGTA have many other opportunities to move throughout the day due to the various programming at our unique school. Some examples include Imaginoons two afternoons a week and clubs once a week. Three of the club options are dance, fitness, and cooking.

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?

The Pathfinders Mental Health Provider services specific students and families at GSGTA. Parents must sign a permission slip in order for students to work with the provider. Currently the provider services 17 students on a scheduled basis and on an "as needs" basis during the instructional day. She counsels students on problem-solving strategies to prevent loss of instructional time. She also counsels students and parents after school on strategies concerning their individual needs.