



Global Outreach Charter Academy



2015-2016



School Improvement Plan

Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

- a. The mission of Global Outreach Charter Academy is to deliver a first-class academic program that offers a unique foreign language and multicultural curriculum, empowering students to be global leaders of tomorrow.
- b. The vision statement of Global Outreach Charter Academy is aligned with the mission of Duval County Public Schools; to provide educational excellence that is reflected in every classroom, for every student, every day.

2. School Environment

- a. **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.**

Global Outreach Charter Academy celebrates a unique multicultural environment with students in grades K-8 learning both Russian and Spanish language. Varying cultures and languages are celebrated and embraced. In October, the school hosts a Spanish Fiesta, celebrating the various Hispanic heritages. In November, students participate in a Veteran's Day Assembly. In February, African American contributions are honored and March hosts International Women's Day with dances, poems and speeches. Teachers and students learn more about each other's cultures by attending these celebrations and highlighting varying cultures and languages throughout the school year.

- b. **Describe how the school creates an environment where students feel safe and respected before, during and after school.**

To create an environment where students feel safe and respected before, during and after school, a differentiated system has been put in place. Teachers attend diversity training as part of professional development where they learn about how to meet the needs of the students. Throughout the year, different organizations visit the school and host school rallies that teach respect, a zero tolerance for bullying and how to speak up about it. K-8 teachers embed anti-bullying lessons and character development lessons into their curriculum.

- c. **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time.**

Teachers have adopted the CHAMPs behavioral system that is used in Duval County to be implemented school-wide. Student behavior is dealt with in a proactive way so that students can be engaged in meaningful instruction every day.

- d. **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The socio-emotional needs of students are met in several ways. Teachers build meaningful relationships with students and their families, the parent liaison facilitates family events so that parents and students both feel connected to the "family feel" of Global Outreach Charter Academy. Students in grades 6-8 are connected in peer counseling groups to better communicate any emotional needs that they have that need to be met.

3. Early Warning Systems

a. Describe the school's early warning systems and provide a list of the early warning indicators used in the system.

- i. Attendance below 90 percent.
- ii. One or more suspensions, whether in school or out of school.
- iii. Course failure in English Language Arts or mathematics
- iv. Level one score on the statewide, standardized assessments in English language arts or Mathematics

b. Provide the following data related to the school's early warning system:

- i. The number of students by grade level that exhibit early warning indicator listed above. ii. Data below will change when based on the last FSA/FCAT 2014-2015 results.

	K	1	2	3	4	5	6	7	8
Attendance below 90 percent.	15	15	11	10	5	8	15	10	15
One or more suspensions, whether in school or out of school.	5	6	1	1	7	7	6	8	9
Course failure in English Language Arts or mathematics	0	2	2	0	0	0	0	0	0
Level one score on the statewide, standardized assessments in English language arts or Mathematics	N/A	N/A	N/A	18	12	17	18	12	8

ii. The number of students identified by two or more early warning indicators.

	K	1	2	3	4	5	6	7	8
Students exhibiting two or more early warning indicators.	3	1	1	0	2	0	0	0	1

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- School has a multi-disciplinary team in place to problem solve and create action plans for students identified
- SRA, i-Ready Reading and Math Diagnostic
- Planned Discussions, Goal Setting for identified student
- Parent conferences will be held as soon as students begin to indicate early warning signs.
- Attendance intervention team is in place to address student attendance concerns.

B. Family and Community Involvement

- 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

The faculty at Global Outreach Charter Academy builds positive relationships with families to increase parent involvement. The school communicates the school's mission and vision to the parent at every opportunity: Student Orientation, Open House, conferences in the fall and in the spring, Parent Night, State Assessment Parent Night, 8th grade parent night, etc. Parents are given a Grade Portal sign-in username and password so that they can virtually check student progress at any time. Teachers in grades K-5 communicate with parents through the student daily planner by writing notes about the daily academics and behavior.

- 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The PTA and the Parent Liaison build partnerships within the community to secure and utilize resources to support the school and student achievement. The school participates in school outreach programs including the Fall Festival and Spring Carnival that are open to the public.

C. Effective Leadership

1. School Leadership Team

A. Membership

Sergey Soroka, Tangia Anderson, Erin Lawrence, Cheryl Hearn, Tracey King, Rachel Chambers, Donna Lee, Grace Karel, Debra Hellett, Yesenia Mercado, Lauren Rodriguez, Maryanne Miller, Betty Rowe, and Yanelis Padilla.

B. Duties

- Assists the principal in making decisions to govern the school (shared decision making)
- Ensures a focus on learning and continuous improvement
- Guides the work of Professional Learning Communities (PLCs)
- Supports and monitors the work of PLCs
- Serves as the steward of the school's mission, vision, core values (commitments) -
- Identifies gaps in performance or processes and plans for their improvement

The leadership team meets bi-weekly to help effectively communicate information to all employees. At the end of the year, the team evaluates the curriculum and updates curriculum maps for the following school year.

2. Literacy Leadership Team

A. Membership

Tangia Anderson, Erin Lawrence, Cheryl Hearn, Betty Rowe, Richard D'Amico, Jennifer Smith, Juliet Bukenya, Laurie Costoso, and Muhammad Johnson

B. Duties

The LLT will work to promote literacy within the school by implementing a three step plan. Step one, will involve building a strong team of volunteers willing to set goals and plan a year-long focus calendar of events and activities to promote literacy. Step two, the team will work to make learning fun by promoting all forms of literacy, including thinking outside the box. Step three, the team will work to involve the parents and community members to promote literacy beyond the doors of the school.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are grouped into Professional Learning Communities (PLC) to encourage positive working relationships between teachers, including collaborative planning and instruction. At the beginning of the year, PLC norms are created so that all members understand the working expectations for the PLC.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Principal, Elementary Assistant Principal and Middle School Assistant Principal, (and core subject teachers when appropriate) work together to interview candidates and select the best fit for our school. Teachers work throughout the year to complete in-service requirements.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentor teachers are assigned to each new person to our school to buddy up with them to make sure that everyone is on the same page. When we assign mentors to try to put people together that are teaching similar subjects or grade levels. When pairing teachers we place new teachers with CET trained teachers. Every new teacher to the school is given a mentor even if they are not a first year teacher. Mentors and mentees meet regularly with the Professional Development Facilitator and each other to evaluate what progress is being made.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

i. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

ii. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The RTI team and other PLCs use standardized testing as designated by the CORE curriculum to monitor student growth. Additionally data is gained by research based supplemental programs for students receiving more intensive instruction in Reading and Math through small groups.

Examples of how instruction is modified to assist students having difficulty attaining the proficient or advanced level on state assessments:

- Meets are held on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Teachers create a schedule with an uninterrupted 90 minute reading block and an additional 30 minute block for intensive remediation in reading
- Teachers provide instruction aligned with the Language Arts Florida Standards for their grade level
- Administer assessments which measure instructed standards
- Progress is monitored at the class and grade level during Professional Learning Communities
- Teachers will create Focus Calendar lessons based on student data
- Students receive push-in/pull out services for ESE/ELL

ii. Provide the following information for each strategy the school uses to increase the amount and the quality of learning time and help enrich and accelerate the curriculum:

1. Strategy type and description

After school tutoring. Teachers will tutor students at-risk of failing core courses after school.

2. Strategy purpose and rationale

The purpose of the program is to remediate students are at-risk. Creating additional instructional opportunities for these students will allow teachers time to teach previous grade level standards that students may have not mastered.

									Grade
43	42	48	21	63	51	66	49	475	D

2011-2012 FCAT Results

Reading 3+	Math 3+	Writing 3.0+	Science 3+	Reading Gains	Math Gains	BQ Rdg Gains	BQ Math Gains	Total Points *	Grade
44	44	70	35	63	57	69	58	524	C

Grade Level Proficiency

Reading

Grade	Below Proficiency	Proficiency	Above Proficiency
3rd	62%	13%	26%
4th	58%	28%	14%
5th	51%	29%	20%
6th	57%	19%	23%
7th	52%	30%	18%
8th	53%	19%	28%

Math

Grade	Below Proficiency	Proficiency	Above Proficiency
3rd	38%	22%	40%
4th	44%	28%	28%
5th	68%	23%	9%
6th	64%	24%	12%

7th	57%	34%	9%
8th	66%	25%	9%

Science

Grade	Below Proficiency	Proficiency	Above Proficiency
5th	80%	17%	3%
8th	72%	21%	7%

Writing

Grade	Below Proficiency	Proficiency	Above Proficiency
4th	66%	16%	18%
8th	42%	24%	18%

Early Warning Systems Data

	K	1	2	3	4	5	6	7	8
Attendance below 90 percent.	26%	25%	22%	16%	12%	14%	36%	42%	48%
One or more suspensions, whether in school or out of school.	8%	9%	1%	1%	16%	19%	14%	18%	29%
Course failure in English Language Arts or mathematics	0%	3%	4%	0%	0%	0%	0%	0%	0%
Level one score on the statewide, standardized assessments in English language arts or Mathematics	N/A	N/A	N/A	28%	28%	47%	43%	27%	26%
	K	1	2	3	4	5	6	7	8

Students exhibiting two or more early warning indicators.	2%	0%	0%	5%	6%	22%	23%	14%	29%
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8- Step Planning and Problem Solving for Implementation

Reading

Goal & Targets: 50% of our 3rd-8th grade students will be proficient on the FSA 2015 in the area of reading. Barriers:

1. Students entering school below grade level.
2. Time needed for more intensive reading remediation.
3. Language barrier
4. Students struggling with comprehending informational text, literature and phonetic skills.

Resources:

1. Reading interventionist
2. Small group pull out and push-in
3. Response to Intervention (RTI)
4. Progress monitoring tools
5. Interactive activities
6. Guided Reading Activities
7. iReady lessons and assignments

Strategy:

Barrier 1: Students will attend a summer reading intervention program before entering 1st grade.

Barrier 2: A revised schedule will allot time for intensive reading. Reading interventionist will pull out students for intensive reading.

Barrier 3: Bilingual support staff will assist teacher as needed.

Barrier 4: Identify struggling students and create small groups for push-in or pull-out with reading interventionist. Teacher works with small groups in classroom setting. Teacher will create iReady lessons, which addresses the student's deficiencies.

*Strategy effectiveness will be monitored on a weekly basis. Administrators and Teachers will assess student progress and check for understanding. iReady data will also be utilized to show student progress. Teachers Data notebooks will also be used to show progress towards the goal. **Mathematics***

Goal & Targets: 55% of our 3rd-8th grade students will be proficient on the FSA 2015 in the area of math.

Barriers:

1. New curriculum moves at an accelerated rate. (Curriculum)
2. Students lack of understanding Numbers & Operations and Measurements and Data (Instruction)
3. Students lack of fluency in basic foundations of mathematics. (Instruction)
4. The lack of student exposure to higher-order questioning. (Curriculum)
5. Word problem comprehension. (Curriculum)

Resources:

1. Small group pull-out for math intervention.
2. Response-to-Intervention
3. Manipulatives
4. Progress monitoring
5. Frequent reinforcement of math vocabulary
6. Curriculum training and support
7. Technology & Math Online Resources

Strategy:

Barrier 1: Professional development to Train teachers to pace new curriculum and instruction that allows time for student understanding.

Barrier 2: Identify students with the lack of understanding Numbers & Operations and Measurements & Data, and create iReady lessons that enforce these skills. Students should also attend after-school tutoring.

Barrier 3: Identify and group students lacking the basic foundations of mathematics. These students will work in small groups with teacher for math intervention. Create iReady lessons that will enforce the skills.

Barrier 4: Professional development to Train teachers to incorporate higher-order thinking questions in their classroom. (What are higher order thinking questions? What do they look like? How do I create them?)

Barrier 5: Teachers will constantly reinforce mathematics vocabulary terms and assess students informally and formally. Create flash cards with the term and definition on opposite sides.

Strategy effectiveness will be monitored on a weekly basis. Administrators and Teachers will assess student progress and check for understanding. iReady data will also be utilized to show student progress. Teachers Data notebooks will also be used to show progress towards the goal.

Science

Goal & Targets: 32% of our 5th and 8th grade students will be proficient on science FCAT 2015.

Barriers:

1. Lack of resources and materials needed to complete assignments and for hands-on experience.

2. Students do not have an understanding of science vocabulary.
3. K-4th grade Science Curriculum is outdated.

Resources:

1. Purchase science kits and materials for all grade levels.
2. Adoption of new k-4th grade curriculum.
3. Technology and Online science resources.

Strategies:

Barrier 1: Administrator will create a budget for purchasing science materials and resources. Teachers will use resources efficiently.

Barrier 2: Teachers will constantly reinforce science vocabulary terms and assess students informally and formally. Create flash cards with the term and definition on opposite sides.

Barrier 3: School will adopt a new curriculum that satisfies the Duval County school districts science standards.

Strategy effectiveness will be monitored on a weekly basis. Administrators and Teachers will assess student progress and check for understanding. Teacher Data notebooks will also be used to show progress towards the goal. Science kits and resources will be purchased to ensure that students are able to complete experiments and learn the necessary skills needed to

Writing

Goal & Targets: 45% of our 4th-8th grade students will be proficient on the 2015 writing assessment aligned with Florida standards.

Barriers:

1. Lack of knowledge of conventional writing standards.
2. Lack of teacher understanding of the types of writing expected through the new Florida Standards
3. Lack of student confidence in writing.

Resources:

1. Write-to-Learn program
2. Online writing resources
3. Incorporate writing across the academic continuum

Strategy:

Barrier 1: Implement Write-to-Learn program for all grade levels.

Barrier 2: Teacher professional development focused on new Florida Standards writing expectations.

Barrier 3: Continuous exposure to writing through a 60 minute writing block.

Strategy effectiveness will be monitored on a weekly basis. Administrators and Teachers will assess student progress and check for understanding. Teachers Data notebooks will also be used to show progress towards the goal. The Write-to-Learn program data will also be used as progress monitoring tool.

Early Warning Goals

Goal & Targets: If we decrease barriers and increase intervention strategies the percentage of at-risk students will reduce from 46% to 40%.

Barriers:

1. Ineffective instruction for At-Risk students.
2. Disconnect between the classroom environment and student home learning.
3. Lack of supplies and educational support at home.

Resources:

1. Early Intervention – Summer Intervention
2. Extensive Academic Intervention
3. Progress monitoring tools
4. Parent support classes
5. Positive Behavioral Intervention and Support

Strategy:

Barrier 1: Professional development for teachers to understand how to deliver instruction and provide intervention for at-risk students.

Barrier 2: Create parenting support classes for at-risk students. The classes will involve connecting school work to home work.

Barrier 3: Assignments for homework should only include those needing limited supplies or the school will supply the students with the resources needed to complete the project.

At-risk students will be identified and teachers will be notified of their status. Strategy effectiveness will be monitored on a bi-weekly basis. Administrators and Teachers will assess student progress and check for understanding. Teachers Data notebooks will also be used to show progress towards the goal.