

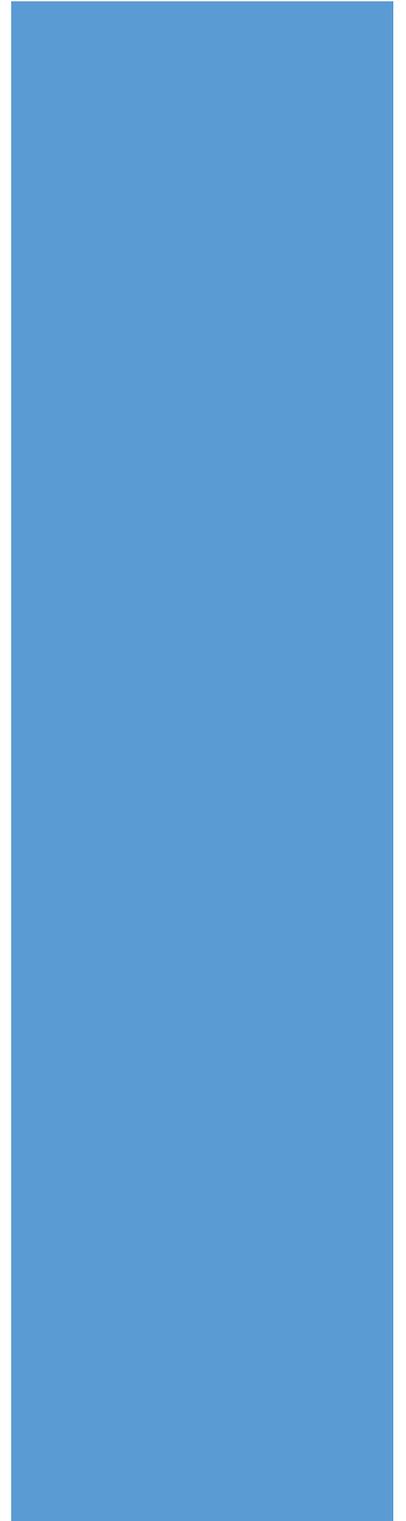


Global Outreach Charter Academy

Title I

School-wide Program

2018-2019



Part I: Current School Status

Global Outreach Charter Academy (GOCA) was founded in 2009 with just over 200 students. Four years later, the school quickly reached its enrollment cap of 400 students, and was granted our current enrollment of 805 students. GOCA offers a comprehensive academic program with a unique K-8 world language program that offers both Russian and Spanish to students beginning in Kindergarten. This is highly remarkable for a Title I school in which more than 80% of the students are at or below the poverty level, 25% of the students are not proficient in English, and over 15% of student have special needs. The school also offers an Extended Day Program, an Early High School Program, and a competitive Athletic Sports Program. GOCA was awarded the 21st Century Grant starting in 2017, designed to deliver a high quality, cross-curricular after school program for targeted student groups.

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.

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.

A. Needs Assessment

Global Outreach Charter Academy is a Title I school located in Duval County. According to the latest school data, over 68% of students are directly certified through SNAP, TANF, and Medicaid. Duval County's poverty level is 16.0% and the state average for Florida is 13.5%. A large number of students that we serve are considered to be at-risk for academic failure and problematic behavior. The school received a "D" grade for the 2016, and moved to a "C" in 2017.

With nearly a third of our student population identified as ELL students, our focus area for improvement this year is literacy.

Global Outreach Charter Academy Demographic Profile	
Enrollment by Ethnicity	# of Students / Percentage
Hispanic/Latino	413 (52%)
African American	185 (31%)
White	522 (66%)
Other	32 (4%)
Total Enrollment	787
ELL Students	285 (36%)
Special Education Students	84 (11%)

FSA Reading Results Spring 2018

While awaiting 2017-18 FSA results, we are using iReady diagnostic data and projected proficiency scores as baseline data for our needs assessment.

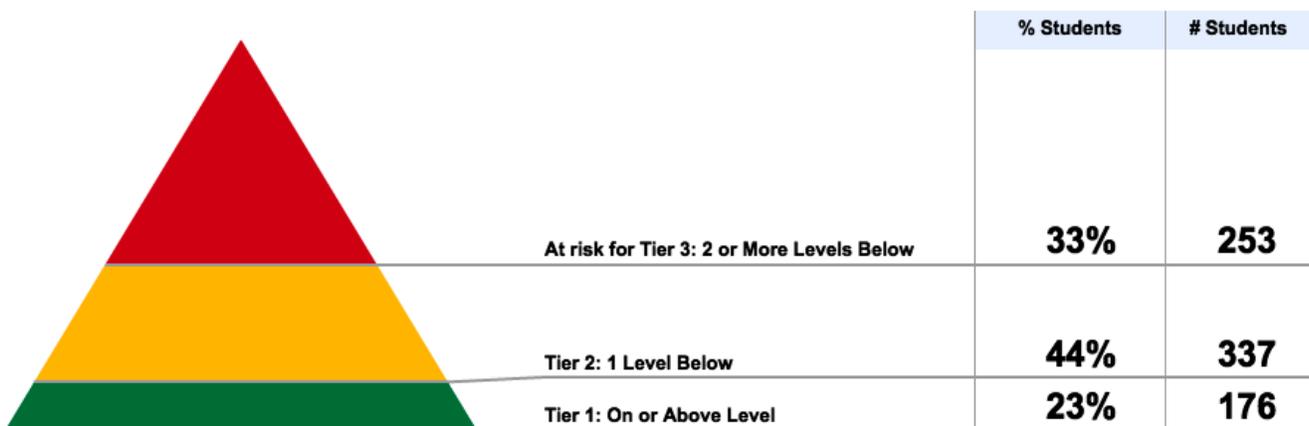
I-Ready School Summary Comparison Fall 2017 compared to Spring 2018

One of our strategies for the current school year was high implementation of iReady as a reading intervention tool in grades K-8. Comparative data from the start to the end of the school year has shown significant increases in student proficiency (see table below).

Start - 2017 Fall School Reading Data

School Summary ?

766 out of 829 Students Tested



Current - 2018 Spring School Reading Data

School Summary ?

786 out of 829 Students Tested



I-Ready Predicted Proficiency

These reports show the percentage of school growth by grade from the fall of 2017 to the spring of 2018. Regular, consistent use of iReady has resulted in our students performing above targeted growth. Based on the success of our efforts from last year's school wide initiatives, we will continue to support high implementation of iReady in reading, K-8.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students)		Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target 100%							
GLOBAL OUTREACH ACADEMY CHARTER	105%		+25	23	52%	36%	742	805

School Detail by Grade

Grade ↑↓	Progress Towards Targeted Growth (Average Across All Students)		Average Scale Score Gain ↑↓	Average Scale Score Gain Required to Achieve Target ↑↓	% Students who Achieved Target ↑↓	% Students On or Above Grade Level ↑↓	Number of Students in Summary ↑↓	Number of Students in Grade ↑↓
	Target 100%							
Grade K	165%		+53	32	85%	80%	71	75
Grade 1	110%		+33	30	56%	45%	102	108
Grade 2	96%		+26	27	51%	22%	91	101
Grade 3	112%		+30	27	56%	38%	94	99
Grade 4	132%		+29	22	70%	53%	89	91
Grade 5	101%		+20	20	53%	38%	76	82
Grade 6	79%		+12	15	29%	11%	85	96
Grade 7	93%		+14	15	44%	18%	73	85
Grade 8	46%		+7	15	16%	11%	61	68

B. Schoolwide Reform Strategies

- (i) provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

We will be highly implementing and monitoring use of reading and writing interventions web-based programs including Smarty Ants, Achieve 3000, I-Ready, and USA Test Prep. Data will be collected and evaluated weekly, and effectiveness will be monitored on a bi-weekly basis in teacher led Professional Learning Communities (PLC) meetings. Administrators and our Reading Coach will be taking focus walks to ensure teachers are effectively providing engaging and rigorous lessons. Teachers were given their student data at the start of the year and will be keeping student data notebooks to show progress towards individual student goals.

For writing instruction, grades Kindergarten through third grade will be using Step Up To

Writing, a program designed for foundational skills for writing. Top Score will be used for grades 4 - 8 as an intensive writing instructional tool.

Additional strategies that will be support student achievement include:

- a) Individual learning plans for each student with target reach goals
- b) Interventionists/tutors, certified subject-specific teachers who work with our lower quartile (25%) performing students via small group instruction.
- c) Teacher Assistants placed in all Kindergarten through 1st grade classes, under the teacher's direction, to help facilitate small group instruction and tutor individual students.
- d) One-to-one computers in grades 3-8 so students can access the web-based platforms used for literacy and math (grades K-2 will have shared carts).
- e) Quarterly data chats with students will be held (all grades) and teachers will share proficiency data weekly.

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school:

- a) In order to address the needs of our students, and build more competence in our teachers, we are implementing a full school instructional coaching model, based on the conclusions by researchers such as John A. Ross, Barrie Brent Bennett, and Jim Knight, that high-impact coaching ensures maximum results. Our coaching program is modeled after Paul Bambrick-Santoyo's "Get Better Faster" 90-day plan. We will have one full time instructional coach and two administrators acting as coaches (one for Math and one) for Reading specifically for Grades 3-8, who will have a schedule dedicated solely to supporting teachers with weekly one-on-one coaching and small group training.
- b) Based on a needs assessment from focus groups with our teachers at the end of the school year, we have implemented updated curriculum in reading and writing. Journeys is a reading program that has embedded ESOL learning strategies to meet the needs of our high population of ELL students. After piloting Journeys for Grade 2 in 2017-2018 school year, we have decided to adopt the Journeys curriculum for Grades 3-5 as well (Based on Focus group feedback). We will be using HMH professional consultants to train our teachers on how to fully implement the curriculum.
- c) Step Up to Writing, is another program we have implemented, and has been proven to affect significant growth in expository reading comprehension and writing, for both native English speakers and English language learners.
- d) Created teacher toolkits on a shared Google Drive, that include consistent lesson plan formats, instructional strategies and pacing guides all aligned to the FL standards.
- e) Increased use of web-based platforms that provide real-time student progress data including Achieve 3000, I-Ready and IXL.
- f) Shared planning periods for teachers at grade level and subject level.

(II) increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum:

- a) Our Extended Day program provides opportunities for before and after-school tutoring and enrichment activities. Students are provided with a healthy breakfast in the morning and a snack after school. It has been proven that a healthy breakfast enables students to focus better in school and has been linked to improved academic performance (David Just PhD- Cornell Center for Behavioral Economics in Child Nutrition Programs).
- b) GOCA has been awarded the 21st Century Federal Grant to provide a robust afterschool and summer academic support and enrichment program for students in grades 3 through 8 who meet deficiency criteria in Math or English Language Arts. Our program is called EDGES, Extended Education Designed to Grow & Empower Students, and provides a structured schedule that includes 180 minutes per day of afterschool core academic and enrichment instruction.
- c) To provide real-world exposure to science, technology, engineering and math learning opportunities, students will have opportunities for field trips, guest speakers and workshops so they can have hands-on and authentic experiences in applied Math, Science and Technology. Research has shown that exposure to authentic math and science activities for students has had a positive impact on STEM career intentions across diverse racial groups.

(III) include strategies for meeting the educational needs of historically underserved populations:

a) GOCA draws a high number of non-English speaking immigrant families because of our geographic location, community connections, and reputation for providing English Language Learning support for both Russian and Spanish speakers. As a Title I school with more than 85% of our families falling at or below the poverty level, we provide a whole school intervention approach, with Special Education and ESOL certified teachers pushing in to the classrooms to work with individual and groups of students.

a) GOCA provides a Parent and Family Engagement program with monthly scheduled training events for parents in topics such as homework strategies, technology learning platforms, ESE support and interventions, to help parents become familiar with their child's curriculum and the FL standards.

(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include — (aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and (iv) (iv) are consistent with, and are designed to implement, the state and local improvement plans, if any.

Providing college and career readiness activities for our low achieving students is included in the 21st CCLCGL after school program, EDGES. It is an important step to creating Global Leaders of the future. Students will participate in many college and career readiness activities on their enrichment block activity. These activities will include students learning about different career clusters such as: energy, hospitality and tourism, human services, etc. As a culminating activity, students will identify and take notes on different careers and chose the career that they will think is the best for them and complete a career portfolio.

Based on parent/teacher/administration feedback, GOCA will be conducting career interest inventory surveys for each middle school student, in order to allow them to research desired possible career choices.

Our middle school master schedule will be revised this year to accommodate an elective wheel, in which students will have exposure to classes that reflect real world skill practice (career exploration, learning expeditions).

We have recruited qualified faculty members who will assist Deans of Discipline in coaching/mentoring our students to make best choices.

C. Instruction by highly qualified teachers.

D. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

E. Strategies to attract high-quality highly qualified teachers to high-need schools.

GOCA has instituted a dedicated Human Resources department this year, and created a new talent recruitment and training program. Last year we hosted a GOCA job fair in which we drew 30 candidates who were interviewed by teams of teachers and administrators. Hiring bonuses were offered to candidates with certifications in high needs areas such as Math and Science. Also, to retain our qualified teachers, we offered a retention stipend depending on their years of service.

This year for the first time we partnered with Teach for America this year as a recruitment partner and hired 9 teachers from their corps of candidates. With the new recruitment process we have been able to reach a rate of 95% highly qualified teachers in each subject and grade level. Several of our teachers are in the process of getting their ESOL endorsement to keep their certification current. We are continuing to partner with Teach for America for the 18-19 school year.

As mentioned in section B-II-a, we have a robust instructional coaching model this year that is coordinated with our professional development plan. Teacher feedback is solicited during the year and our PD plan is modified as needed.

Teachers will be offered targeted professional development opportunities based on

individual coaching plans and professional goals. We will continue to offer program specific training for curriculum platforms such as i-Ready and Achieve3000, by qualified trainers.

F. Strategies to Increase Parental Involvement

GOCA's parent liaison works closely with the administration to provide parent meetings throughout the year geared towards helping parents support their children in and out of school.

At the start of the year we hold an Open House for all families, so they can meet with classroom teachers and learn about the curriculum their child will be learning. We provide a technology workshop so parents can be informed on how to access the parent grades portal, how to use our parent communication phone app and other tools to help parents stay connected to what's going on at school.

Other monthly scheduled workshops throughout the year include:

- a) Parent panel discussion meetings (PTA)
- b) Coffee with the Principals
- c) Financial literacy workshop
- d) Informational curriculum workshop
- e) FSA Parent Night for Math & Science
- f) FSA Parent Night for ELA & Civics
- g) High school transition for 8th graders

G. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

To help with transitions, we hold a student orientation for kindergarten students and their parents before the start of school. In scheduling kindergarteners, we take into account our non-English speaking population and place them with teachers' who are bilingual to better accommodate the needs of younger students and their families.

H. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At the close of each school year we developed a survey using Google forms to get feedback from teachers on the curriculum materials, pacing guides and support tools such as web-based teacher toolkits. We used this feedback over the summer to help inform curriculum decisions with our administration and instructional coaches. Teacher recommendations included using IXL and USA Test Prep for some of the grades, and continuing to use Achieve Smarty Ants and I-Ready. We are required to use I-Ready for district reporting on student progress. All three of these programs provide standards-based data that teachers can readily use for improving or modifying instruction.

I. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

- a) Meet on a regular basis to make decisions about literacy and math instruction in the school. Student data is analyzed by administrators, teachers and students, and compared to expectations found in the Florida Standards
- b) Utilize a balanced literacy approach that includes whole group, small group and one- on-one instruction based on student needs
- c) Create a schedule in Reading and Math with an uninterrupted 90 minute reading block and an additional 30 minute block for intensive small group remediation in reading
- d) Provide instruction aligned with the Florida Standards for their grade level
- e) Administer a minimum of three diagnostic assessments, which will be used to measure and document student growth throughout the year.
- f) Utilize Standards Mastery to more closely monitor mastery by standard, for Grades 2-8.
- g) Create Focus Calendar lessons based on student data to drive instruction and increase student achievement.
- h) Ensure students receive push-in/pull out services for ESE/ELL
- i) Have four interventionists to service Elementary/Middle Reading and Math

J. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

GOCA participates in the National School Lunch Program (NSLP). This is a federally assisted meal and provides nutritionally balanced, low-cost or no-cost lunches to children each school day.