



Global Outreach Charter Academy

2019-2020

Title 1 Schoolwide Plan

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 then granted the most recent school year enrollment of 805 students. At the conclusion of the 2018-2019 school year, GOCA received news that it was granted permission to expand to 1,142 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 65% of the students are at or below the poverty level, 32% of the students are not proficient in English, and 9.5% of the students have special needs. The school also offers an Extended Day Program, an Early High School Program, and a competitive Athletic Sports Program. GOCA was also 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, 65% of students are directly certified through SNAP, TANF, and Medicaid. Duval County's poverty level is 16% and the state average for Florida is 15.5%. A large number of students that we serve are considered to be at-risk for academic failure and problematic behavior. With 32% of our student population identified as ELL students, our continued area of focus for improvement this year is literacy.

The school received a "D" grade for the 2016 school year, moved to a "C" in 2017 and remained at a "C" in 2018.

Global Outreach Charter Academy Demographic Profile	
Enrollment by Ethnicity	# of Students / Percentage
Hispanic/Latino	523 (55%)
African American	297 (31%)
White	614 (65%)
Other	62 (6.5%)
Total Enrollment	945
ELL Students	301 (32%)
Special Education Students	90 (9.5%)

FSA Reading Results Spring 2018

While awaiting 2018-2019 FSA results, we are using iReady diagnostic data and diagnostic growth scores as baseline data for our needs assessment.

I-Ready School Summary Comparison Fall 2018 compared to Spring 2019

One of our strategies for the current school year is regular implementation of iReady as a reading intervention tool in grades K-8. Comparative data from the 2017-2018 school year and 2018-2019 school year are included in the tables below.

Fall 2017 School Reading Data (2017-2018)

School Summary

811 out of 820 Students Tested



Spring 2018 School Reading Data (2017-2018)

School Summary

786 out of 829 Students Tested



Fall 2018 School Reading Data (2018-2019)

School Summary

783 out of 813 Students Tested



Spring 2019 School Reading Data (2018-2019)

School Summary

786 out of 813 Students Tested



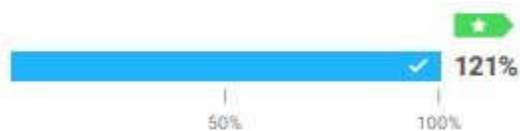
2018-2019 Growth in iReady

The report below shows the percentage of typical school growth by grade from the Fall of 2018, to the Spring of 2019. 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 decision to utilize iReady regularly, we will continue to commit to this program, with targeted lessons for skill development, as a valuable tool for intervention.

Students Assessed/Total: 807/813

Progress to Annual Typical Growth (Median)

[Learn more about growth](#) ⓘ



The median percent progress towards Typical Growth for this school is 121%. Typical growth is the average annual growth for a student at their grade and placement level.

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	118%	64%	87%	40%	80%	97/97
Grade 1	150%	79%	109%	61%	83%	75/75
Grade 2	90%	46%	56%	18%	60%	103/103
Grade 3	119%	59%	70%	24%	67%	107/107
Grade 4	150%	67%	83%	41%	56%	96/96
Grade 5	125%	60%	63%	19%	53%	83/83

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	100%	51%	39%	20%	43%	93/94
Grade 7	160%	62%	53%	26%	51%	78/83
Grade 8	100%	52%	34%	27%	49%	75/75

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 continue to implement and monitor use of reading and writing interventions web-based programs including Smarty Ants, Achieve 3000, iReady (all grades), and USA Test Prep (for Grade 3 Reading). Data will be collected and reviewed weekly, and effectiveness will be monitored on a biweekly basis in teacher-led Professional Learning Communities (PLC) meetings. Administrators, our Reading Coach and teachers will be taking learning walks to ensure teachers are effectively providing engaging and rigorous lessons. Teachers will be given their student data at the start of the year (FLKRS, FSA, ending iReady/Achieve data) and will be updating student data notebooks to show progress towards individual student goals.

Additional strategies that will support student achievement include:

- a) Individual learning plans for each student with target goals in iReady
- b) Interventionists/tutors, certified subject-specific teachers who work with our lower quartile (33%) performing students via small group instruction.
- c) Teacher Assistants placed in all kindergarten and first 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 - 1 cart per two classrooms).
- e) Data chats with students and parents will be held (all grades) regularly and teachers will share proficiency data weekly with each other and Administration via a digital data proficiency spreadsheet.
- f) Communication via Class Dojo and monthly parent newsletters (with parent event information) will also keep our parents involved.

(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 continuing to implement a full school instructional coaching model, based on individual needs of each teacher. This model includes research-based frameworks from the conclusions of 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 have one full time instructional coach for K-2 and three coaches (2 for Math and one for Reading) specifically for Grades 3-8, who will have a schedule dedicated to supporting teachers with weekly one-on-one coaching meetings and small group trainings. This coaching program uses the DCPS CAST rubric as a measurement tool for growth.
- b) Based on a needs assessment from focus groups with our teachers at the end of the school year, we have implemented updated curriculums with Reading as a target. Global will continue with Reading Wonders for K-1, which helps to develop strong foundational skills in Reading, while Journeys is a rigorous ELA 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 the 2017-2018 school year, we decided to adopt the Journeys curriculum for Grades 3-5 as well (Based on grade level teacher feedback meetings with K-5).
- c) GOCA Administration has created content-area teacher toolkits on a shared Google Drive, that include consistent provided unit plans, instructional strategies help, coaching rubrics and pacing guides all aligned to the FL standards.

- d) Continued reasonable and regular use of web-based platforms that provide real-time student progress data including Achieve 3000, I-Ready and IXL.
- e) Shared planning time (choices of during and/or after school) for teachers at grade level and subject level for easy PLC time.
- f) Teacher mentors for first year teachers to help encourage implementation of best practices.

(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 every day in the morning and a snack after school, free of charge to our students.
- b) GOCA has been awarded the 21st Century 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. This program is called GOCARIZING and provides a structured schedule that includes 180 minutes per day of after school academic enrichment, homework help and personal enrichment (sports and zumba).
- c) To provide real-world exposure to science, technology, engineering and math learning opportunities, students will have opportunities for learning expeditions, guest speakers and workshops so they can have hands-on and authentic experiences in applied Math, Science and Technology. Such guest speakers, workshops and expeditions will have students studying botany on GOCA's campus, learning about animal classifications from Jax Zoo and discovering technology for space exploration from Kennedy Space Center.

(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 65% 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 into the classrooms, to work with individual and/or groups of students in need of services.

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

c) GOCA's Parent Liason and staff provide support (resources, targeted assistance in instruction, counseling) to homeless youth and migratory students, as necessary, on a case by case basis.

(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.

- a) Providing college and career readiness activities for our low achieving students is included in the 21st Century Grant after school program, GOCARIZING. It is an important step to creating Global Leaders who are ready for high school. 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.
- b) Based on parent/student feedback in the past, GOCA will be conducting career interest inventory surveys for each middle school student, in order to allow them to research desired possible career choices.
- c) Our middle school master schedule has been 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).
- d) We have partnered with Right Path Behavior counseling services, and have recruited qualified faculty members who will assist Deans of Discipline in coaching and mentoring our students to make choices in their best interest. Right Path also connects families to counselors on an as needed basis.

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.

- a) In 2017, GOCA instituted a dedicated Human Resources department and created a new talent recruitment and training program. Currently, 90% of our teachers are certified. Also, to retain our qualified teachers, we offered a retention stipend, based on their years of service.
- b) GOCA continues to partner with Teach for America as a recruitment partner and budgeted to hire up to 10 teachers from their corps of candidates for this upcoming school year (we have currently recruited 5 so far). Several of our teachers are in the process of getting their ESOL endorsement to keep their certification current.
- c) 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 (regarding curriculum and ways to implement best practices) and our PD plan is modified as needed.
- d) Teachers are being offered targeted professional development opportunities (after procedural trainings) based on individual coaching plans and professional goals. We will continue to offer program specific training for curriculum platforms such as ThinkCentral, ConnectEd, Smarty Ants, IXL, iReady and Achieve3000 by experienced trainers.

F. Strategies to Increase Parental Involvement

GOCA's Parent Liaison works closely with school 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 held a Student Orientation and Open House for all families, so they could meet with classroom teachers and learn about the curriculum their child is using. We also provide two

technology workshops, so parents can be informed on how to access the parent grades portal, how to use Class DOJO and all other curriculum platforms used during the school day (mentioned above).

Other monthly scheduled workshops throughout the year include:

- a) Parent panel discussion meetings (PTA)
- b) Coffee with Academic Directors
- c) Technology workshops
- d) Family Literacy Night
- e) Family Movie Night
- f) FSA Parent Night for FSA & EOCs
- g) High school transition for 8th graders
- h) PTA End of Year Developmental Meeting

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, as they transition.

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 hold in-person grade level meetings with teachers to get their feedback on curriculum, instructional strategies and operational practices. We also develop a survey using Google forms in order 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, instructional coaches and Academic Directors. Teacher recommendations included using IXL (all grades for Math only), USA Test Prep (Grade 3), and continuing to use Achieve/Smarty Ants and iReady for K-8. We are required to use iReady for district reporting on student progress. All three of these programs provide standards-based data and extra lessons 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) School personnel meet on a regular basis to make decisions about reading and math instruction in the school. Student data is analyzed by administrators, teachers, parents and students, and compared to mastery 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 daily in each classroom.
- 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 in one school year, 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 in-depth remediation plans based on student data to drive instruction and increase student achievement.
- h) Ensure students receive push-in/pull out services for ESE/ELL.
- i) Provide targeted support for migratory students.
- j) 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.