



Global Outreach Charter Academy

2021 - 2022

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. During the 2019-2020 school year, GOCA reached an enrollment of 1000 students. Despite being in the middle of the coronavirus pandemic, GOCA was able to expand to 1100 students in the 2020-2021 school year.

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 65.18% of the students are at or below the poverty level, 29% of the students are not proficient in English, and 10% 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, 65.18% of students are directly certified through SNAP, TANF, and Medicaid. Duval County's poverty level is currently at 13.5% and the state average for Florida is 12.7%. A large number of students that we serve are considered to be at-risk for academic failure and problematic behavior. With 29% of our student population identified as ELL students, our continued area of focus for improvement this year is literacy and vocabulary.

The school received a "D" grade for the 2016 school year, moved to a "C" in 2017 and remained at a "C" in 2018. In the most recent school year of 2019 - 2020 the school did not receive any school grade due to the cancellation of statewide testing in response to the coronavirus pandemic.

Global Outreach Charter Academy Demographic Profile	
Enrollment by Ethnicity	# of Students / Percentage
Hispanic/Latino	628 (58%)
African American	311 (29%)
White	728 (67%)
Other	85 (8%)
Total Enrollment	1088
ELL Students	319 (29%)
Special Education Students	114 (10%)

FSA Reading Results

Due to the fact that all FSA results have not been released for the 2020-2021 school year at this time, the school will be using our i-Ready diagnostic data and diagnostic growth scores from Fall 2020, Winter 2021, and Spring 2021 as our baseline data for our needs assessment for the upcoming school year.

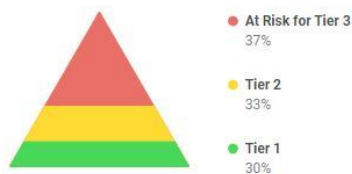
i-Ready Reading School Summary Comparison: Fall 2020 to Spring 2021

One of our strategies for the current school year, as previous school years, has been the regular implementation of i-Ready as a reading intervention tool in grades K-8. Comparative data from the 2020-2021 school year are included in the tables below. The comparisons are our Window 1 (fall), Window 2 (winter), and Window 3 (spring) diagnostic data.

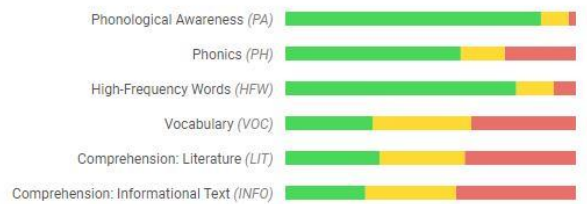
Fall 2020 School Reading Data (2020-2021)

Students Assessed/Total: 1,089/1,096

Overall Placement



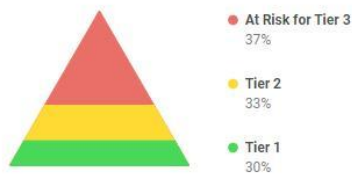
Placement By Domain



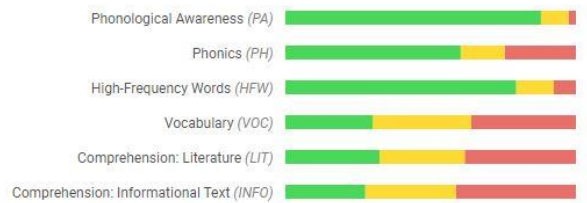
Winter 2021 School Reading Data (2020-2021)

Students Assessed/Total: 1,089/1,096

Overall Placement



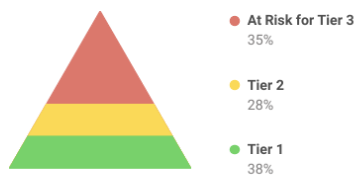
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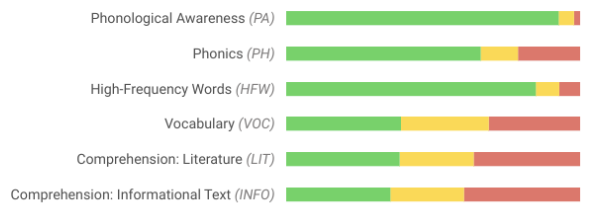
Spring 2021 School Reading Data (2020-2021)

Students Assessed/Total: 1,055/1,088

Overall Placement



Placement By Domain



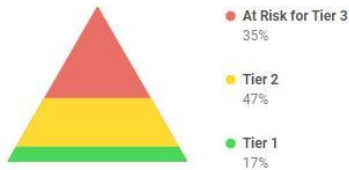
i-Ready Math School Summary Comparison Fall 2020 to Spring 2021

As with reading, the school utilizes i-Ready as an intervention tool in grades K-8 for its math data and gains. Comparative data from the 2020-2021 school year are included in the tables below. The comparisons are our Window 1 (fall), Window 2 (winter), and Window 3 (spring) diagnostic data.

Fall 2020 School Math Data (2020-2021)

Students Assessed/Total: 1,023/1,096

Overall Placement



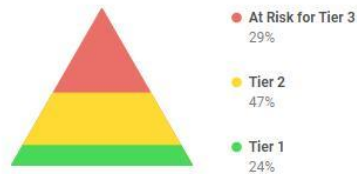
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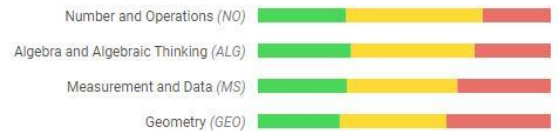
Winter 2021 School Math Data (2020-2021)

Students Assessed/Total: 1,027/1,096

Overall Placement

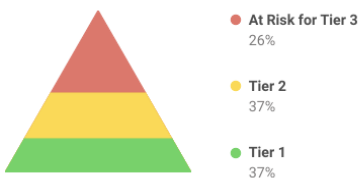


Placement By Domain

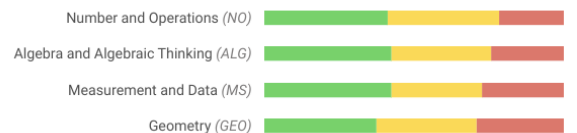


Spring 2021 School Math Data (2020-2021)

Overall Placement



Placement By Domain



[The Mapping Between 5-Level and 3-Level Placement](#)

2020 - 2021 Growth in i-Ready

The report below shows the percentage of typical school growth by grade from the Fall of 2020, to the Spring of 2021.

Regular, consistent use of i-Ready is being utilized to identify and close learning gaps due to previous school closures. Based on the ability of i-Ready to identify student learning gaps, the school will continue to utilize it as an intervention tool available to teachers and administrators.

Students Assessed/Total: 1,074/1,088

Progress to Annual Typical Growth (Median) [Learn more about growth](#)



Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	88%	48%	64%	27%	62%	101/104
Grade 1	80%	39%	60%	26%	46%	106/107
Grade 2	68%	38%	41%	27%	48%	113/113
Grade 3	64%	38%	33%	18%	49%	109/109
Grade 4	64%	43%	31%	26%	45%	155/158
Grade 5	46%	41%	20%	20%	41%	123/124
Grade 6	0%	36%	0%	15%	34%	143/145
Grade 7	120%	52%	43%	26%	45%	119/122
Grade 8	25%	39%	8%	15%	37%	105/106

Part II: Schoolwide Reform Strategies

A. Google Share Drive Data Tracking

GOCA has created a Google Share Drive template called "K-2, 3-5, 6-8 Grades Yearly Student Data Tracker 2020-2021" which is filled three times a year based on the i-Ready Diagnostic and FSA score of the previous year. This data tracker is also updated quarterly to indicate any students who are failing any core subjects in any quarter throughout the year.

This report includes the following information on each student:

- their academic growth throughout the academic year (FSA score from last year based of two subject ELA and Math,
- score report from i-Ready
- overall placement
- any support services that a student may receive, such as ESE or ESOL services
- if the student is in the school's afterschool program (GOCArizing) and names of the teachers who provide this service
- annual typical growth from i-Ready
- annual stretch growth based on 1,2,3 windows
- F/D report information for subjects ELA, Math, Social Studies, Science.

This information is vital to administration, teachers, students and parents. All administration and teachers have access to this information. This information is valuable for any meetings with parents, this can help a teacher explain a student's current academic progress to their parents. Also, this data is used during data chats between students / teachers and between administration / teachers.

B. 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, i-Ready, and USA Test Prep. Data will be collected on a continual basis from these platforms and in conjunction with the diagnostic data will be utilized for data driven instruction and in monthly teacher-led Professional Learning Communities (PLC).

Administrators and instructional coaches will be completing informal observations to ensure teachers are effectively providing engaging and rigorous lessons. Instructional coaches will also take teachers on learning walks to observe other strategies utilized by teachers in various classrooms. Teachers will be given their student data at the start of the year (FLKRS, FSA, ending i-Ready/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 i-Ready
- b) Certified subject-specific teachers who work with our lower quartile performing students via small group instruction.
- c) Teacher assistants are assigned to assist placed in all kindergarten through 2nd grade classrooms under the teacher's direction, to help facilitate small group instruction and tutor individual students.
- d) GOCA is also considering adding interventionists for this upcoming school year to grades 3 - 8 to assist teachers and academic coaches with pulling students to facilitate small group instruction based on student data needs.
- e) 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). These are the goals that the school has and will strive for in the 2021-2022 school year, as we have Chromebook returned from students who were participating in online learning during the previous school year.

- f) 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.
- g) Communication with teachers and regular updates with any upcoming school events through the school story on Class DoJo.
- h) Funding for a school media specialist to provide extended reading opportunities for all students on campus.

C. use effective methods and instructional strategies that are based on scientifically based research that:

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

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 training. This coaching program uses the DCPS CAST rubric as a measurement tool for growth.

- a) 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. GOCA will transition to using McGraw Hill for K-8, which helps to develop strong foundational skills in Reading and is a rigorous ELA program that has embedded ESOL learning strategies to meet the needs of our high population of ELL students. Reading Wonders has been implemented in our grade K - 1 for a number of years, and we have the decision to return to it as a school wide curriculum for Reading and ELA.
- b) 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.
- c) Continued reasonable and regular use of web-based platforms that provide real-time student progress data including Achieve3000, i-Ready and IXL.
- d) Teachers have monthly PLCs during the contracted professional development times every Wednesday.
- e) Teacher mentors for first year teachers and for first year GOCA 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 and dinner for any students who stay after school past 4:30 pm. This is free of charge to all of our students.
- b) GOCA has been awarded the 21st Century Grant to provide a robust after school 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 be offered experiences that include, learning expeditions, guest speakers and workshops. Experiences would include hands-on activities that will have students studying botany, animal and organism classifications on GOCA's campus that end with project based learning that results in a GOCA Campus Field Guide. Students would have labeled and classified all living organisms on the GOCA Campus. Students will also have the opportunity to participate in the

yearly Science Fair/Expo and exhibit their projects to GOCA students, staff, and families.

(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 65.18% of our families falling at or below the poverty level, we provide a whole school intervention approach, with Special Education and ESOL certified teachers doing pull-out and push into the classrooms, to work with individuals 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 Liaison 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 create 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 choose 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) 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.

- 1) In 2017, GOCA instituted a dedicated Human Resources department and created a new talent recruitment and training program. Currently, 76% of our teachers are certified or on their way to receive their certification. Also, to retain our qualified teachers, we offer a retention stipend, based on their years of service.
- 2) GOCA has partnered with Teachers On Demand as a recruitment partner and budgeted to hire up to 6 teachers. Teachers on Demand would actively seek out qualified personnel for the school based on the school's need.
- 3) As mentioned in Part II-C-I, 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.
- 4) Teachers are being offered targeted professional development opportunities (after procedural training) 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, i-Ready 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 hold a Student Orientation and an 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 the Principal
- c) Technology workshops
- d) Family Literacy Night
- e) Family Movie Night
- f) FSA Parent Night for FSA & EOCs
- g) High School Transition Meeting for 8th grade students
- 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, as often as possible, 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. Feedback

gathered from these surveys will be used to help inform and guide administration in the curriculum decisions for the upcoming school year.

We are required to use i-Ready 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 levels 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 90 minute reading blocks and an additional 30-minute block for intensive small group remediation in reading.
- d) Provide instruction aligned with the Florida Standards for each 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. 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.