Global Outreach Charter Academy

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 languages. Varying cultures and languages are celebrated and embraced. In October, the school hosts a Spanish Fiesta, celebrating the various Hispanic heritages. In November, students and parents will participate in a Food Drive to support families in need within our school. In February, African American contributions are honored. Teachers and students learn more about each other's cultures by attending these celebrations and highlighting varying cultures and languages throughout the school year. In addition, to the stated activities GOCA's students and teachers will participate in month Character Education activities.

            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. A Peer

Counseling Course was added for middle school students. Girls, Inc. and PACE Center for girls were also added to support middle school young ladies to support their social and emotional development. Students and parents are referred to Child Guidance and Full Service Centers to support the well-being of all children. GOCA has also implemented a school-wide mentoring program to support the academic and behavioral success of all students.

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 and Mathematics
   iv. Level one score on the statewide, standardized assessments in English language arts and 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 2015-2016 results.

	K	1	2	3	4	5	6	7	8
Attendance below 90 percent.	3	5	5	4	1	1	0	2	2
Two or more suspensions, whether in school or out of school.	23	2	12	3	29	8	1	5	7
Course failure in English Language Arts	0	0	7	1	0	0	0	0	1
Course failure in Mathematics	0	0	3	0	0	0	0	2	1
Level one score on the statewide, standardized assessments in English Language Art	N/A	N/A	N/A	26	41	20	21	21	22

Level one score on the statewide, standardized assessments in Mathematics	N/A	N/A	N/A	15	34	20	22	21	12

iii. 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.**
   i. School has a multi-disciplinary team in place to problem solve and create action plans for students identified
   ii. i-Ready Reading and Math Diagnostics
   iii. Planned Discussions, goal setting for identified students, behavior contracts
   iv. Parent conferences will be held as soon as students begin to indicate early warning signs.
   v. Attendance intervention team is in place to address student attendance concerns.
   vi. Progress Monitoring Plans (PMPs)
   vii. Response to Intervention (RtI) Support

d. **Family and Community Involvement**
   i. **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 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. The same workshop is offered in both Russian and Spanish. Teachers in grades K-5 communicate with parents via email and through the student daily planner by writing notes about the daily academics and behavior. Elementary and middle school teachers are using Class Dojo to inform parents on positives, as well as the GOCA Growl Newsletter and GOCA app to keep them informed. The Remind App is also in use to inform parents of procedures and reminder announcements.
   ii. **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.**

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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 visits to and from the Kennedy Space Center, the Spanish Heritage Fiesta, Lunar Night, and Spring Carnival that are open to the public.

e. Effective Leadership
   i. School Leadership Team
   A. Membership
   Sergey Soroka, Tangia Anderson, Erica Murray, Yanelis Padilla, Loretta Davis, Aletha Ruffin and Faith Dollard.

   B. Duties
      a. Assists the principal in making decisions to govern the school (shared decision making)
      b. Ensures a focus on learning and continuous improvement
      c. Guides the work of Professional Learning Communities (PLCs)
      d. Supports and monitors the work of PLCs
      e. Serves as the steward of the school's mission, vision, core values (commitments)
      f. Identifies gaps in performance or processes and plans for their improvement
      g. Ensures and monitors practices of data-driven instruction

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

ii. Literacy Leadership Team

   A. Membership
   Tangia Anderson, Erica Murray, Aletha Ruffin, Loretta Davis, Juliet B. Cartwright, Faith Dollard, Katherine Givens, and Tracey King,

   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 (Author's Gallery, Literacy Parade, Black History Art/Essay Contest and Door Decorating Contest for famous books). 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 by holding Family Literacy nights (both elementary and middle school), in which families participate in group readings, literacy board games and spoken word poetry.

f. 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. We have also developed a plan to incorporate quarterly team-building activities, Teacher/Employee of the Month.

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

   The Principal, Assistant Principals and Coaches, (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. Mentors and mentees meet monthly with the Professional Development Facilitator and each other to evaluate what progress is being made.

 g. Ambitious Instruction and Learning

i. Instructional Programs and Strategies

a. Instructional Programs

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.

Global Outreach Charter Academy uses Reading Wonders (2014) for kindergarten through fifth grade for its reading curriculum. We also use Pearson Prentice Hall Literature (2015) for grades six through eight. For Math, GOCA uses Go Math K-5, My Math McGraw Hill for 6-8 and Pearson for Algebra and Geometry. GOCA also uses the Science Fusion (2012) curriculum for kindergarten through eighth grade Science. GOCA also uses Houghton Mifflin (K-5) and Pearson books (History of our World, The American Nation) for our Social Studies curriculums.

b. Instructional Strategies

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

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:

    i. Meet 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 and Math Florida Standards

    ii. Utilize a balanced literacy approach that includes whole group, small group and one- on-one instruction based on student needs

    iii. Create a schedule in Reading and Math with an uninterrupted 90 minute reading block and an additional 30 minute block for intensive remediation in reading

    iv. Provide instruction aligned with the Language Arts and Math Florida Standards for their grade level

    v. Administer a minimum of three assessments, which will be used to measure and document student growth throughout the year.

    vi. Create Focus Calendar lessons based on student data to drive instruction and increase student achievement.

    vii. Ensure students receive push-in/pull out services for ESE/ELL

Supplemental Materials: Top Score Writing Grades 4-8, i-Ready Florida Standards Practice Books - Math and Reading - Grades 3-8

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 and Saturday 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 who are at-risk of failing core courses. Creating additional instructional opportunities for these students will allow teachers time to teach previous grade level standards that students may have not mastered.

3. Number of minutes added to the school year

2,640 (30 minutes twice a week for 44 weeks) minutes for after school tutoring; 1,140 minutes (Eight Saturdays for three sessions)

4. Person(s) responsible for monitoring implementation of the strategy

Tangia Anderson, Erica Murray, Loretta Davis, Aletha Ruffin, and Yanelis Padilla

5. Data that is or will be collected and how is it analyzed to determine effectiveness of the strategy.

I-Ready reading and math progress monitoring assessments will be collected. It will be analyzed to see if students are making more than their expected growth performance.

- **Student Transition and Readiness**
    - **A. Prek-12 Transition**
        - **i. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

    All teachers participate in professional learning communities that meet on a regular schedule both formally and informally. Vertical planning occurs across grade levels and content areas. Administration can clearly link collaboration to improvement results in instructional practice and student performance.

    Transitions:
    - Kindergarten students are placed in teachers' classes that are bilingual to better accommodate younger students and their families
    - Starting in third grade, students are introduce into rotating schedule for reading and math
    - Fifth grade students participate in an assembly to begin transitioning to middle school
    - Transition into high school. Global Outreach Charter Academy has a parent night for all eighth grade student's parents. During this parent night, important high school options and information is explained to parents. The eighth graders also visit neighborhood ninth grade schools for a tour of the facilities. Administration helps student's complete applications for special high school assignments.

II. Needs Assessment

III.   Needs Assessment

2015-2016 FSA Results

ELA 3+	Math 3+	ELA Gains	Math Gains	Science 3+	Social Studies 3+	BQ Reading Gains	BQ Math Gains	Middle School Acceleration	Total Points *	Grade
37	37	44	41	29	50	38	41	43	360	D

ELA 3+	Math 3+	Science 3+	Social Studies 3+	Middle School Acceleration	Total Points *	Informational Baseline Grade
44	45	32	48	49	218	C

2013-2014 FCAT Results

Reading 3+	Math 3+	Writing 3.5+	Science 3+	Reading Gains	Math Gains	BQ Rdg Gains	BQ Math Gains	Total Points *	Grade
44	48	38	25	63	69	68	75	516	C

2012-2013 FCAT Results

Reading 3+	Math 3+	Writing 3.5+	Science 3+	Reading Gains	Math Gains	BQ Reading Gains	BQ Math Gains	Total Points *	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

Grade	Below Proficiency	Proficiency	Above Proficiency
3rd	54%	27%	20%
4th	83%	10%	7%
5th	62%	19%	18%
6th	61%	23%	16%
7th	67%	21%	12%
8th	47%	35%	18%

Math

Grade	Below Proficiency	Proficiency	Above Proficiency
3rd	58%	31%	10%
4th	65%	22%	13%
5th	62%	19%	19%
6th	60%	22%	18%
7th	67%	21%	12%
8th	84%	12%	4%

Grade	Below Proficiency	Proficiency	Above Proficiency
5th	73%	24%	2%
8th	67%	20%	13%

Early Warning Systems Data

	K	1	2	3	4	5	6	7	8
Attendance below 90 percent.	3%	6.3%	4.5%	4.8%	1.2%	1.5%	0%	3.3%	3.7%
One or more suspensions, whether in school or out of school.	19.7%	2.2%	14.3%	3.6%	34.9%	11.6%	1.5%	8.6%	12.7%
Course failure in English Language Arts	0%	0%	6.4%	1.2%	0%	0%	0%	0%	1.6%
Course failure in Mathematics	0%	0%	2.7%	0%	0%	0%	0%	3.3%	1.6%
Level one score on the statewide, standardized assessments in English Language Arts	N/A	N/A	N/A	31%	49%	29%	32%	36%	22%
Level one score on the statewide, standardized assessments in Mathematics	N/A	N/A	N/A	18%	40%	29%	34%	36%	48%

	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%

Planning and Problem Solving for Implementation

Reading & Writing

Goal & Targets: 43% of our 3rd-8th grade students will be proficient on the FSA 2016-2017 in the area of reading.

Reading				
Strategy	**Action Steps**	**Person Responsible**	**Timeline**	**Resources**
Teachers will follow the Language Arts/Reading curriculum with fidelity.	Teachers will receive professional development training throughout the year to build their instructional toolbox in implementing best practices in teaching the curriculum.	Principal Assistant Principals Instructional Coaches English Language Arts/Reading Teachers	August 2016 – June 2017	Instructional Coach Small group pull out and push-in Response to Intervention (RTI) Progress monitoring tools
ELA/Reading teachers in grades K-5 will provide a minimum of 90 minutes daily of reading instruction. ELA teachers in grades 6-8 will provide 90 minutes of reading instructions on an A/B day rotations. Students who scored a Level 1 or 2 on the FSA will receive an additional 90 minutes of Reading Enrichment every other day via the Research classes.	Teachers will build reading skills by building students' vocabulary, grammar and writing skills via the ELA/Reading classes.	All Language Arts/Reading Teachers	August 2016 – June 2017	Interactive activities Guided reading activities I-Ready lessons and Assignments USA Test Prep Data Class schedule Data Chats Supplemental Reading Resources
Teachers will consistently implement diagnostic, interim assessments, and formative assessments to track student data for continuous improvement.	Provide small group instructional support and use iReady instructional resources minimize deficiencies.	Principal Assistant Principals Instructional Coaches Classroom Teachers	September 2016 – June 2017	Barton Reading and Spelling Resources Before/After School Tutoring Top-Score Writing
Students below satisfactory or with a D/F will receive support to meet the requirements of a progress monitoring plan to documented deficit and create an	Teachers will provide differentiated instructional support to meet the needs of all students. RtI time will be built	Classroom Teachers	August 2016 – June 2017	Faculty Mentors – each faculty member will be paired with 9-to-10 students to mentor and provide academic and/or behavioral support

action plan.	in to support instruction for Tier II and Tier III			PLC and Common Planning Time
The bottom quartile students in ELA based on baseline and interim assessments progress will be maintained in Teachers' Data Notebooks and monitored to determine student growth bi-weekly.	Teachers will conduct bi-weekly data chats with students and administrators to review students' progress and determine next steps to increase academic achievement.	Classroom Teachers Instructional Coaches Assistant Principals Principal	September 2016 – June 2017	

Writing				
Strategy	**Action Steps**	**Person Responsible**	**Timeline**	**Resources**
Teachers will build students writing skills in all classes.	Teachers will implement time to teach a Writer's Workshop within their class weekly.	Classroom Teachers Instructional Coaches Assistant Principals Principals	August 2016 – June 2017	Top-Score Writing Resources Time built in the schedule Writing Rubrics
Teachers will monitor their students writing data quarterly.	Students will participate in monthly writing prompts school-wide to determine growth and next steps.	Classroom Teachers Instructional Coaches	September 2016 – June 2017	Writing Prompts Writing Supplemental Materials.

Reading/Writing Barriers				
Barriers/Deficiencies	**Strategies**	**Person Responsible**	**Timeline**	**Resources**
Students entering school below grade level who are in need of more time for Reading Enrichment	A revised schedule will allot time for Reading Enrichment. The Reading Coach will assist in supporting teachers in enhancing reading skills.	Instructional Coach Assistant Principals Principal	August 2016 – June 2017	Before/After School Tutoring Supplemental Materials i-Ready Resources Transact
Language barrier with students and parents	Bilingual support staff will assist teacher as needed.	Teachers Paras Assistant Principals	August 2016- June 2017	Bilingual Dictionaries PLC and Common Planning Time used to collaborate with department
Fifty-seven percent of our students struggle with comprehending informational text, literature and phonetic skills	Teacher works with small groups in classroom setting. Teacher will utilize i-Ready lessons, which addresses the students'	Teachers Paras Assistant Principals	August 2016- June 2017	Parent-Involvement Workshops to support students

	deficiencies.			
Incorporate RtI time during regular school hours.	All ELA/Reading teachers will integrate 15-to-30 minutes twice a week into their Reading Block to support RtI instruction.	Principal Assistant Principals Instructional Coaches Classroom Teachers	September 2016 – June 2017	

Reading and Writing Strategy effectiveness will be monitored on a bi-weekly basis to ensure teachers are effectively providing engaging and rigorous lessons. This is done by Administrators and Coaches via focus walks and feedback sessions. Administrators and teachers will assess student progress and check for understanding. I-Ready 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: 43% of our 3rd-8th grade students will be proficient on the FSA 2016-2017 in the area of math.

Math				
Strategy	**Action Steps**	**Person Responsible**	**Timeline**	**Resources**
Teachers will follow the Math curriculum with fidelity.	Teachers will receive professional development training throughout the year to build their instructional toolbox in implementing best practices in teaching the curriculum.	Principal Assistant Principals Instructional Coaches Math Teachers	August 2016 – June 2017	Instructional Coach Small group pull out and push-in Response to Intervention (RTI) Progress monitoring tools
The bottom quartile students in Math based on baseline and interim assessments progress will be maintained in Teachers' Data Notebooks and monitored to determine student growth bi-weekly.	Teachers will build students' basic math skills via the Core Math and Math Enrichment classes. Teachers will conduct bi-weekly data chats with students and administrators to review students' progress and determine next steps to increase academic achievement.	All Language Math Teachers	August 2016 – June 2017	Interactive activities Guided reading activities I-Ready lessons and Assignments USA Test Prep Data Class schedule Data Chats Supplemental Reading

Barriers/Deficiencies	Strategies	Person Responsible	Timeline	Resources
Teachers will consistently implement diagnostic, interims, and formative assessments and track student data for continuous improvement.	Provide small group instructional support and use iReady instructional resources minimize deficiencies.	Principal Assistant Principal Instructional Coaches Classroom Teachers	September 2016 – June 2017	Resources Before/After School Tutoring Faculty Mentors – each faculty member will be paired with 9-to-10 students to mentor and provide academic and/or behavioral support PLC and Common Planning Time
Students below satisfactory or with a D/F will receive support to meet the requirements of a progress monitoring plan to documented deficit and create an action plan.	Teachers will provide differentiated instructional support to meet the needs of all students. RtI time will be built in to support instruction for Tier II and Tier III	Classroom Teachers ESE and ELL Teachers	August 2016 – June 2017	

Math Barriers				
Barriers/Deficiencies	**Strategies**	**Person Responsible**	**Timeline**	**Resources**
Students entering or returning to school are below grade level in Math and are in need of more time to build basic skills in Math.	A revised schedule will allot time for Math Enrichment. The Math Coach will assist in supporting teachers in enhancing reading skills. Students will receive support from ESE and ELL Teachers, and Faculty Mentors	Instructional Coach Assistant Principal Principal	August 2016 – June 2017	Before/After School Tutoring Small group pull-out for math intervention. Response-to-Intervention Manipulatives Progress monitoring Frequent reinforcement of math vocabulary Curriculum training and support Math Online Resources Supplemental Materials i-Ready Resources TransAct Bilingual Dictionaries
New curriculum moves at an accelerated rate. Covering the Standards along with the Curriculum is challenging before FSA Assessment.	Professional development to train teachers to pace new curriculum and instruction that allows time for student understanding.			
Language barrier with students and parents	Bilingual support staff will assist teacher as needed.	Teachers Paras Assistant Principal	August 2016- June 2017	
Fifty-seven percent of our	Identify students	Teachers	September	

			2016- June 2017	PLC and Common Planning Time used to collaborate with department
students lack an understanding of Numbers & Operations. Students lack of fluency in basic foundations of mathematics. (Instruction) Students struggle with word problem comprehension.	based on i-Ready diagnostic with the lack of understanding in Numbers & Operations and utilize i-Ready lessons that reinforce these skills. Students should also attend after-school tutoring. Teacher works with small groups in classroom setting. Teacher will utilize i-Ready lessons, which addresses the students' deficiencies. Teachers will constantly reinforce mathematics vocabulary terms and assess students informally and formally. Professional development to train teachers to incorporate higher-order thinking questions in their classroom. Identify and group students lacking the basic foundations of mathematics. These students will work in small groups with teacher for math intervention. Utilize i-Ready lessons that will reinforce the skills.	Paras ESE & ELL Teachers Assistant Principal Principal		Parent-Involvement Workshops to support students

| Incorporate RtI time during regular school hours. | All Math teachers will integrate an additional 30 minutes into their Reading/Math Block to support RtI instruction. | Principal

Assistant Principal

Instructional Coaches

Classroom Teachers | September 2016 – June 2017 | |

Strategy effectiveness will be monitored on a weekly basis to ensure teachers are effectively providing engaging and rigorous lessons. This is done by Administrators and Coaches via focus walks and feedback sessions. Administrators and teachers will assess student progress and check for understanding. I-Ready 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: 36% of our 5th and 8th grade students will be proficient on the Science FCAT 2017.

Science				
Strategy	**Action Steps**	**Person Responsible**	**Timeline**	**Resources**
Teachers will follow the Science curriculum with fidelity.	Teachers will receive professional development training throughout the year to build their instructional toolbox in implementing best practices in teaching the curriculum.	Principal

Assistant Principals

Instructional Coaches

Science Teachers | August 2016 – June 2017 | Instructional Coach

Small group pull out and push-in

Response to Intervention (RTI)

Progress monitoring tools |
| Teachers will consistently implement formative and diagnostic assessments and track student data for continuous improvement. | Provide small group instructional support and use iReady instructional resources minimize deficiencies. | Principal

Assistant Principal

Instructional Coaches

Classroom Teachers | September 2016 – June 2017 | Interactive activities

Guided reading activities

I-Ready lessons and Assignments |
| Students with an IEP, ELL Plan or 504 Plan which addresses deficits in reading; which is necessary for Science, will receive support to meet the requirements of a progress monitoring plan for a documented deficit. | Teachers will provide differentiated instructional support to meet the needs of all students.

RtI time will be built in to support instruction for Tier II and Tier III | Classroom Teachers

ESE and ELL Teachers | August 2016 – June 2017 | USA Test Prep Data

Class schedule

Data Chats

Supplemental Reading Resources |
| Students' progress will be | Teachers will conduct | Classroom Teachers | September | Before/After School |

maintained in Teachers' Data Notebooks and monitored to determine student growth bi-weekly.	bi-weekly data chats with students and administrators to review students' progress and determine next steps to increase academic achievement.	Instructional Coaches Assistant Principals Principal	2016 – June 2017	Tutoring Faculty Mentors – each faculty member will be paired with 9-to-10 students to mentor and provide academic and/or behavioral support PLC and Common Planning Time
Science Barriers				
Barriers/Deficiencies	**Strategies**	**Person Responsible**	**Timeline**	**Resources**
Students show a lack of understanding of science vocabulary.	Teachers will constantly reinforce science vocabulary terms and assess students informally and formally. The Instructional Coach will assist in supporting teachers in enhancing reading and vocabulary skills. Students will receive support from ESE and ELL Teachers, and Faculty Mentors	All Science Teachers Instructional Coach Assistant Principal Principal	August 2016 – June 2017	Purchase Science Fusion Curriculum for all grades Purchase Science kits and materials for all grades Technology and Online Science Resources and Supplemental Materials i-Ready Resources Bilingual Dictionaries PLC and Common Planning Time used to collaborate with department Parent-Involvement Workshops to support students
Lack of resources and materials needed to complete hands-on labs.	Administrator will create a budget for purchasing science materials and resources. Teachers will use resources efficiently.			
Language barrier with students and parents	Bilingual support staff will assist teacher as needed.	Teachers Paras Assistant Principal	August 2016-June 2017	

Strategy effectiveness for Science will be monitored on a weekly basis to ensure teachers are effectively providing engaging and rigorous lessons. This is done by Administrators and Coaches via focus walks and feedback sessions. Administrators and teachers will assess student progress and check for understanding. I-Ready data will also be utilized to show student progress. Teachers Data notebooks will also be used to show progress towards the goal.

Early Warning Goals

Goal & Targets: We will remove barriers and increase intervention strategies to minimize the number of at-risk students.

Early Warning Goals				
Barriers/Deficiencies	**Strategies**	**Person Responsible**	**Timeline**	**Resources**
Ineffective instruction for At-Risk students.	Professional development for teachers to understand how to deliver instruction and provide intervention for at-risk students.	Instructional Coaches Assistant Principals Principal	August 2016 – June 2017	Extensive Academic Intervention – Safety Nets: Before and After School and Saturday Tutoring Progress monitoring tools
Disconnect between the classroom environment and student home learning.	Create parenting support classes for at-risk students. The classes will involve connecting school work to home work.	All Teachers Assistant Principals GOCA's Parent Liaison Principal	August 2016 – June 2017	Positive Behavioral Intervention and Support PLC and Common Planning Time used to collaborate with department
Lack of supplies and educational support at home.	Assignments for homework should only include necessary supplies or the school will supply the students with the resources needed to complete the project.	All Teachers Assistant Principal GOCA's Parent Liaison Principal	August 2016 – June 2017	Parent-Involvement Workshops to support students

At-risk students will be identified by the Assistant Principal of Students Services, who will work with teachers and parents on interventions to modify behavior. Strategy effectiveness will be monitored on a monthly basis.

GOCA's Curriculum Materials Aligned with Florida Standards

English Language Arts

The curriculum of Global Outreach Academy is coherent within and across grades K-8 and emphasizes in-depth development of important concepts and skills in the Florida Standards strands: Language Standards, Reading Standards: Foundational Skills, Reading Standards for Literature, Standards for Speaking and Listening, Reading Standards for Informational Text, and Writing Standards.

- Grades K-5 adopted reading program is Reading Wonders © 2014 by McGraw-Hill.

- Grades 6-8 adopted reading program is Pearson Literature © 2015 by Pearson.

- Supplemental Materials: Top Score Writing Grades 4-8

- Supplemental Materials: i-Ready Florida Standards Practice Books

Math

The curriculum of Global Outreach Charter Academy is coherent within and across grades K-8 and emphasizes in-depth development of important concepts and skills in the Florida Common Core strands: Counting and Cardinality (Kindergarten only), Geometry, Measurement and Data, Number and Operations in Base Ten, Operations and Algebraic Thinking.

- K-5 adopted math program is Go Math © 2011 by Houghton Mifflin.

- 6-8 adopted math program is My Math © 2013 by McGraw-Hill.

- Algebra I adopted math program is Algebra 1 © 2015 by Pearson.

- Geometry adopted math program is Geometry © 2015 by Pearson.

- Supplemental Materials: i-Ready Florida Standards Practice Books

Science

The curriculum of Global Outreach Charter Academy is coherent within and across grades K-8 and emphasizes in-depth development of important concepts and skills in the Next Generation Sunshine State Standards Body of Knowledge: Earth and Space Science, Life Science, Nature of Science, and Physical Science.

- K-8 adopted science program is Science Fusion © 2012

- Physical Science Honors adopted program is Glencoe Physical Science © 2012 by McGraw-Hill

Social Studies

The curriculum of Global Outreach Charter Academy is coherent within and across grades K-5 and emphasizes in-depth development of important concepts and skills in the Next Generation Sunshine State Standards strands: American History, Civics and Government, Economics, and Geography.

- Grades K-5 curriculum is Houghton Mifflin Social Studies

- Grade 6 curriculum is History of our World by Pearson

- Grade 7 curriculum is Civics Economics and Geography by McGraw-Hill

- Grade 8 curriculum is The American Nation by Pearson