

# Global Learning Academy



# 2020-21 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

### Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1281	Global Learning Academy			Y	\$267,940.00	

## Plan Assurances

### Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

### Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

### Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

### Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

### Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

### **Focused Instruction**

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

## **Plan Items**

### **Family and Community Partnerships**

Explain how the school will establish comprehensive support services that develop family and community partnerships.

The school's focus is overall student achievement (academic, social, and emotional). Through systematic placement of community support this expansive goal is being met. Global Learning Academy is extremely fortunate to have countless volunteers and 76 mentors serving 87 students. Members of the district departments volunteer and mentor regularly. Thirteen active Partners in Education who not only dedicate their time, but provide resources and monetary support as well. For example, since the doors opened eight years ago, and for six years on the previous campus, Global Learning Academy has hosted report card nights. Each quarter's report card night is an informal get-together sponsored by business partner SubWest Rotary to help families feel more comfortable with our faculty and staff. Parents discover resources that will assist their child with educational success. SubWest members donate pizza, hamburgers or hot dogs and their time serving families in the dining room. One report card night in the fall allows students and parents to focus on reading strategies and peruse the book fair and media center resources. A winter report card night may feature a star gazing activity and/or math stations and the spring event features workshops in the form of games that prepare students for state testing.

The holiday season unites SubWest Rotary with our Pre-K families. SubWest Rotary delivers 19 new bicycles and helmets to every Pre-K student, along with instructions and ideas for their families for safe cycling.

Pensacola Catholic High School (PCHS) has partnered with Global Learning Academy since 2005, contributing to the 620 Title I students through friendship and donations. PCHS students are responsible for huge smiles as they man booths and build relationships with students and families at the annual Make a Difference Day Carnival. They return at Halloween in costume to read to students and again at Christmas to deliver stockings to the children. PCHS students read again on Dr. Seuss Day in March and donate 40 birthday bags a year for Global Learning Academy to use as incentives for students.

### **Academic and Character Standards**

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

The school will conduct bi-monthly data review meetings with the leadership team and district staff. These meetings will focus on reviewing progress monitoring data by teacher, grade, and school level. During the data review, topics of discussion will focus around trends supported by data, teacher needs, SIP strategy implementation, and next steps for support from the district.

The data that will be reviewed will include district created standard assessments, STAR 360, i-Ready, student/teacher attendance, and behavioral data.

Teachers and students will work together to set goals for STAR, MyOn, Accelerated Reader, Study Island, and i-Ready to increase student motivation and academic performance. The teacher and students will meet to discuss performance on current diagnostic tests and from there a new goal will be set for the next diagnostic.

Global Learning Academy will recognize school scholars with a monthly Star Explorers lunch and recognition on the morning news. Students meeting and/or exceeding their academic targets will be invited, along with their parents, to eat lunch on the stage.

Global Learning Academy will utilize Suite 360 for character education. Through the use of Suite 360 teachers and students will work on lessons that help set goals for behavior and teach students strategies to work through conflict resolution. The school guidance counselors and PBIS Coaches will also work with small groups of students to work on behavior goals in and out of the classroom. Global Learning Academy will also continue to implement a structured PBIS plan that will be monitored through RtIB, and the FOCUS student information system. Behavior data is monitored by the administration, guidance, and PBIS coaches and team. The goal of Suite 360 character education and PBIS is to help students meet their personal behavior goals and help increase academic performance. Global Learning Academy will utilize a student incentive store to reward students who have made their academic and behavioral goals.

### **Parental Involvement**

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

In order to build the capacity of parents to effectively engage and become involved in their student's education, Global Learning Academy will continue to have the annual back to school night. However, with the new TSSSA allocation other family involvement nights will be held at the school and also within the community to include family enriched learning nights and Saturday events. Snacks will be provided for the families on Saturday. These events will take place once in the fall and once in the spring. Events will be advertised through flyers, call outs, posted on the school website and social media pages. The school will schedule parent workshops or activities at times which are convenient to parents/families. For example, events will be offered at multiple times within the day once every nine weeks. Parent night activities will be calendared throughout the year to provide our parents with the skills necessary to achieve academic and personal growth.

In conjunction with our family engagement nights during the fall and spring, the school will provide each student and family the opportunity to pick out a book at the Scholastic Book Fair, held bi-annually, at no cost to the family. This will help encourage families to participate in the events, promote at home reading, and increase the desire to read due to the students and families being able to choose a high interest book.

Global Learning Academy is dedicated to assisting our students with academic and personal success. The school will continue to have Donuts with Dad and Muffins with Mom, which celebrates the mothers and fathers of our families and provides literacy materials. Title I funds will continue to be used for these family events.

Global Learning Academy will also continue to provide a Thanksgiving meal, which

accommodates over 200 parents and families. Students share their meal with loved ones while school staff and partnered volunteers serve, interact, and foster an awareness for educational success.

To help families without transportation attend conferences and family events, Global Learning Academy will cover transportation by utilizing Z-Trip and bus passes to ensure their attendance. These families will be identified in advance of the event through the PBIS coaches and school staff.

### **Incentives for Instructional Personnel**

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

To help retain teachers, Global Learning Academy will provide instructional support for new and veteran teachers to feel supported to stay at Global Learning Academy. All new teachers will receive the collaboration and support from a START teacher funded partially by Title II funds. This START teacher will develop and build the teacher capacity regarding content and pedagogy. START teachers focus on all areas of the Danielson Framework used to evaluate teacher performance.

New and veteran teachers in ELA, math and science will also receive the support of school based remedial teachers, content area specialists and an administrator on special assignment funded with Title I funds. The district specialists will help build capacity in teachers around the instructional standards and classroom implementation. They will follow the coaching cycle to meet with identified teachers, help determine needs, model/co-teach, and give feedback on instruction. They will also guide teachers on the process of planning standards-based lessons and aligning resources and assignments to match the rigor and DOK of the content standards. Newer and struggling teachers will also have mentoring support from a veteran teacher within the content area. This will provide additional support in deepening their knowledge of standards and content. Teachers will be paid for additional planning time outside the classroom for collaboration with teachers and the district content specialists. Through the use of the remedial teachers, START teachers, instructional coaches, district content support, paying teachers to plan, and developing PLC's, the school is building the capacity of the teachers to be successful in instructional implementation, therefore leading to increased student success. This will lead to teachers wanting to remain at the school and continue to help students achieve increased performance.

With the success of student achievement comes the financial reward from the state in the form of School Recognition Money. Teachers will be awarded through the hospitality committee, Teacher Appreciation Week, and community sponsors. Global Learning Academy will continue to implement monthly staff shout-out events to identify the hard work and dedication shown by our teachers. Some of the themes include: Nacho Average Teacher, We

All Scream for Amazing Teachers, and Hot Diggity Dog - Our Teachers are the Best. The intent is for the teachers and staff to feel they are a part of the collective community and culture at Global Learning Academy. Teacher recognition will also be implemented multiple times during the school year. Some examples would be grade level spotlights each nine weeks where a teacher is recognized and receives \$50 for classroom supplies, and public praise within a peer setting. Implementing these strategies will help create a positive work environment that leads to retention of teachers.

The District Recruiting Team will continue to travel to colleges and universities across the country to recruit excellent teaching candidates. Although there are still vacant positions, especially in math and special education, these efforts have been successful in not only securing promising teacher candidates for Global Learning Academy but also other struggling schools in the ECSD. Global Learning Academy and other struggling schools were given priority in hiring for the 2020-2021 school year. The district will continue to hold teacher recruitment fairs during the year and recruit teachers from both in and out of Florida to help fill vacancies.

### **Professional Development**

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Global Learning Academy will provide instructional support for new and veteran teachers. New teachers will receive the collaboration and support from a remedial teacher, START teacher, instructional coaches, and district content specialists. Teachers will be involved in Professional Learning Communities (PLC). The PLC will emphasize the teamwork of principals, teachers, and staff to identify school goals, improve curriculum and instruction, reduce teachers' isolation, assess student progress, and increase the effectiveness of school programs. Each PLC will meet at least once a month either before school, after school or during common planning. PLC leaders will meet and report to the Leadership team at quarterly meetings. Lead teachers will also coordinate small group in-service training for teachers by subject area.

Historically, Global Learning Academy has struggled in mathematics and ELA proficiency, learning gains, and lower quartile learning gains. To improve the school will contract with the Southern Regional Education Board (SREB). The goal of bringing SREB to Global Learning Academy is to combine math practices, ELA practices, content enrichment, and instructional strategies that support a balanced approach of teaching mathematics and ELA for K-5 teachers, which will in turn deepen the mathematics and ELA instruction on the campus. To begin services, SREB will conduct a needs analysis with the administration and district personal. Upon completion, a plan will be developed for support. Next, SREB will conduct a full day training with the staff to outline the year's work and goals. SREB will be on the school campus for 3 days each month. The first day will include professional development during common planning time for grades K-5, focused on content knowledge and best practices/strategies for mathematics instruction. The second day will focus around a lesson study model where teachers go into a classroom and put the PD into practice, along with watching modeling of the PD by the SREB consultant, followed up with feedback during common planning times and after school. The teachers will establish next steps to implement until SREB returns the following month. The next steps will be the principals look-fors during the month. The third day will be to work with the instructional coach to deepen their content knowledge and the process of the coaching cycle. The SREB consultant will conduct classroom walk-throughs with the coach with identified "look fors" and debrief to generate the coach's next steps for the rest of the month. SREB will be working with Global Learning Academy



through June, 2021. This will be the second year of math support it will be the first year for ELA support from SREB.

Global Learning Academy will implement professional planning time outside of the classroom. This additional planning will allow teachers to work collaboratively outside normal contracted hours with remedial teachers, START teachers, and district content area specialists. The focus will be on creating standard-based lessons that focus on differentiation for student needs. The planning will enhance the teacher's individual content knowledge and promote collaboration within the core content areas.

Global Learning Academy will use TSSSA funds for SRA training. This will be the second year this training will occur. This training proved to benefit the teacher's presentation of foundational skills, helped increase literacy strategies and positively impacted student academic progress. They will also participate in Being a Writer Training to equip the teachers to incorporate writing into all content areas.

The school will enter into the third year of the i-Ready initiative. Global Learning Academy will use its Title I funds to pay for the i-Ready licenses in math and ELA. These funds will also pay for teachers to receive continuing PD for i-Ready implementation. The goal of this PD is to help teachers deepen their understanding of how to use the i-Ready reports, instructional tools, and student goals to guide their standard-based instruction.

Global Learning Academy teachers will also be receiving professional development through the math department utilizing Title I funds for the implementation of the new math curriculum. This professional development will include planning time with the math department to understand how to utilize the new math curriculum, STAR, FSA, and i-Ready to develop standard based lessons that incorporate questioning strategies, DOK appropriate level tasks, and high quality assignments that align to the math standards.

### **Focused Instruction**

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Global Learning Academy will implement a four-week virtual summer camp in June of 2021. The focus of the program will be to increase student academic performance. The program will be a 4 hour virtual program lasting 16 days, Monday-Thursday. The camp will be designed to support students working below and on grade level during the academic year. Students will strengthen and reinforce their reading, math, science, and social skills. Student progress will be measured using the STAR assessment given at the end of the 2019-2020 school year and then again at the end of the summer program.

After school tutoring will be provided to struggling students during the school year utilizing Title I funds. The tutoring focus will be determined by student performance data. During tutoring, teachers will also work with students on positive ways to increase their study habits, build their confidence by showing them ways to break learning down, and improve their social and behavior skills. The data generated from STAR 360, FSA math and ELA results, and i-Ready diagnostics will be utilized to identify the students in need of after school tutoring.

In striving to ensure quality ELA instruction and exposure to quality literature, the school will be purchasing class sets of the Sunshine State Reader books. The books will be read in the classroom and independently by students. At the end of the year many students will also



participate in the Battle of the Books competition focused around the Sunshine State Reader books.

The school will also utilize Accelerated Reader at all levels K-5 to support reading of both fiction and nonfiction genres. Global has found success in utilizing the program with 2nd-5th graders and will be adding kindergarten and first grade as well for the 2020-2021 school year. The Accelerated Reader program is a companion to the MyOn program, a virtual bank of Accelerated Reader books. The students will read the books through the MyOn site and then it navigates them to take a test on Accelerated Reader. This allows the teachers the ability to track reading rate, passing rate, and percent of genre read. The teachers utilize this to set weekly and quarterly reading goals with the students.

Global Learning Academy will also utilize Study Island, a supplemental science program that teachers utilized in the 3rd through 5th grade classroom to support standard-based instruction. Study Island provides an interactive guide to videos and lessons on the NGSSS science standards. Teachers are able to monitor and track student progress and meet with students and parents to discuss this progress and set further science academic goals.

### **Part V: Budget**

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.