

Escambia County School District

Global Learning Academy



2017-18 Schoolwide Improvement Plan

Global Learning Academy

100 N P ST, Pensacola, FL 32505

www.ecsd-fl.schoolloop.com

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 91% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | D | D | C* | C |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Global Learning Academy

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Global Learning Academy is to help students become successful and responsible citizens in our diverse societies.

b. Provide the school's vision statement.

The vision of the Global Learning Academy is to create a school where everyone who enters is exposed to other cultures, excited to learn and free to explore in a safe and encouraging environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school continues to learn about students' cultures by reading and referencing relevant material and through participation in workshops such as "Poverty Simulation" with Leigh South. Quarterly reflections of teachers' experiences with our school's families are currently scheduled. Such activities help teachers better understand how to relate to students and how to communicate with parents.

Parents are aware of the school's initiative PBS (Positive Behavior Support). This is Global's fourth year of implementing PBS. PBS is a structure that involves all stake holders: teachers, parents, students, etc. We have introduced this initiative to the parents and it offers a common ground of support when communicating with stake holders. At our first SAC meeting, we will invite our school community to learn about our school-wide behavior plan.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

This is our fourth year of implementing Positive Behavior System (PBS) school-wide. C.A.R.E (Communicate Effectively, Actively Listening, Respect and Responsibility & Engaged in Learning) applies for our students and teachers. The teachers are expected to use the same attributes described in the acronym C.A.R.E. towards one another and toward the student population.

The bus drivers, cafeteria workers, custodial staff and the after school program have been trained in implementation of PBS. Through full implementation of PBS, we are ensuring that students feel safe and are respected during, before and after school.

We continue to implement tier 1 positive behavior support school-wide. Students who are not responding to tier 1 support are placed in tier 2 support which consists of check-in and check out on a daily basis. We are strengthening our Tier 2 support system to ensure fidelity of application and implementation. Last year, we implemented tier 3 with the support of our school psychologist. Tier 3 strategies and supports continue to be discussed, evaluated, and modified as our students' needs indicate.

To ensure that teachers are implementing PBS to fidelity, the leadership team conferences with teachers who have difficulty with classroom management using the classroom assessment tool. Based on the conference, the leadership team observes the teacher and student relationships, gives

the teacher feedback and models how to de-escalate behaviors.

Teachers are taught strategies of de-escalation which empower students to speak out in a manner in which their opinions and concerns may be heard.

Teachers are being trained in the differences between behavior interventions and consequences to ensure that we are helping to alter and even proactively prevent students' negative behaviors.

The guidance counselor is available to meet with students who are having behavioral and/or emotional difficulties which interfere with learning. She holds a yearly Bullying Prevention class grades K-5th.

A goal-writing plan is being developed. This plan is being built on the foundational belief that students with goals have purpose and students with purpose are better-engaged in learning.

The leadership team investigates any concerns expressed by parents, students, or staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Teachers have been trained in PBS; students and teachers are expected to follow the school-wide expectations of C.A.R.E (Communicate Effectively, Actively Listening, Respect and Responsibility & Engaged in learning). As students display the expectations of C.A.R.E, teachers will acknowledge the desired behavior verbally and will give the student an incentive (Global Buck). Students who are not exhibiting the expectations of C.A.R.E., will be taught the appropriate behavior by demonstrating the behavior and/or observing the behavior in other students.

A reference sheet of teacher-handled behavior and office-handled behavior has been created by the PBS team with teacher input. Teachers and the staff will follow the reference sheet when handling disruptions. They also follow incentives guidelines as well as interventions when students are having difficulty in displaying appropriate behavior. The PBS team will provide monthly feedback and training on the 3rd Wednesday of the month.

Teachers document behaviors, interventions, and consequences on a team-created form (Behavior Intervention Tracking), then enter events into the online PBIS program. These forms are maintained in the students' individual Success Binders and are referenced in parent conferences, Rtl meetings, and when making other decisions affecting students with particular behavioral needs.

All classrooms follow the Whole Brain Teaching five classroom rules.

In the dining room, students are to eat the first 10 minutes silently and thereafter speak softly to table friends.

Students are to walk in a 3s line (single, silent and straight) in the hallway. This ensures that students are keeping hands and feet to themselves. Various procedural modifications (assigned lunch duties, visual signals) to the accountability for these expectations have been made.

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.

Global Learning Academy provides for the students' social-emotional needs by assisting students in learning skills and attitudes necessary to be successful in class and in life in general. School resources available include individual or group counseling, whole class guidance lessons, Outpatient School Referrals, Functional Behavioral Assessments to determine underlying causes of behavior, MTSS, multi-tiered systems of support involving the teacher, parent/guardian, school psychologist and coaches, designed to identify academic, emotional, and physical barriers to learning, Learning For Life: a character education program and the Backpack Program, a weekend nutritional program

for the very needy.

Additionally, support and services are extended to family members during crisis times. Referrals from the Santa Rosa and Escambia Counties Survival Guide are made, school representatives visit homes of grieving families in times of loss and attend services. This school presence helps to support the children and families, and to begin the process of adjustment.

Communication between teachers and counselor is constant, watching closely for behavioral, academic, or attendance issues. When necessary, a School Social Worker referral will be made to reach out to the parents, and to assist them with any barriers to success.

Global Learning Academy also offers a school mentoring program. This non-academic program is designed to build one on one relationships between the mentor and mentee. We anticipate to again have over 75 students mentored by these volunteers.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance: FOCUS database runs twice quarterly, specifying early checkouts, tardies, and absences. If students are identified as having excessive absences, the guidance counselor sends home letters to parents outlining attendance expectations and the effect that absences have on academic achievement.

Suspensions: The online bank of referrals in the FOCUS system are referred to when a student is referred for discipline. No one except the principal, assistant principal or parent/community liaison will ever assign a student to in-school or out-of-school suspension; therefore, the administration is already aware and addressing students who have been suspended. We use the student discipline report housed in the Success Binders and RTIB as a trail of concerns and actions taken by the classroom teacher to redirect behavior prior to referral to administration. Our school strives to keep students learning in their classrooms, so suspensions are only meted out as a last resort.

Course Failure: Data clerk will print D/F report after every progress report and report card period. The leadership team will compare these to Rtl rosters to ensure students' academic deficiencies are being addressed.

Teachers refer students who are failing reading or math to the remedial teachers assigned to their particular grade levels. The remedial teachers brainstorm small group interventions with the classroom teacher, push into classes to provide interventions for identified weaknesses, and counsel with teachers to monitor progress. The guidance counselor previews new cum folders, noting attendance or academic issues. The counselor informs teachers of any interventions/modifications that were previously put in place. The counselor and remedial teachers confer with the teacher regarding effectiveness of interventions and/or modifications.

FSA Level 1 ELA/Math: Remedial teachers review standard assessments, STAR data, DRA data, and other formative assessments, then initiate Tier II strategies, interventions, and data collection for students whose achievement levels were 1 or low 2 or scoring less than 70%.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 3 | 26 | 21 | 29 | 21 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 1 | 8 | 11 | 21 | 17 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| Course failure in ELA or Math | 0 | 16 | 27 | 64 | 44 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 198 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 19 | 43 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 1 | 12 | 17 | 40 | 37 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Teachers will work with remedial teachers to develop and implement interventions for students in conjunction with the MTSS process.

Teacher assistants scheduled to work with students based on the needs identified in FSA, standard tests, STAR percentile and portfolios, etc.

A majority of our students in the primary grades are not academically prepared for the rigor and stamina needed when entering the intermediate grades. Language for Learning is being implemented at kindergarten to ensure students are equipped with foundational language skills. SRA is being sought for 1-2 grades during the additional hour to help ensure students are prepared for the next grade levels.

Remedial teachers and ESE teachers are identifying students' needs through FSA and STAR data and prescribing individualized plans in an effort to support students in making learning gains.

All special area teachers are assigned 30-minute blocks during which they push in to reading or math in the general education classrooms. Remedial teachers will use various datum to identify students who will work with the push-in teachers and will assist in identifying strategies with which to help remediate those students' academic needs.

Students in 3rd grade are being taught multi-syllabic strategies.

Administration will consult with the counselor, teacher and parents when handling a discipline issue.

Students who are not responding to Tier 1 and Tier 2 behavior support will be elevated to more intensive intervention strategies.

Monthly, teachers will be trained in deescalating behavior.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Global Learning Academy receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

2. 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.

GLA has over 20 business partners. We sustain the partnership by inviting the partners to participate in a yearly signing. Partners meet and greet with one another, the principal, the superintendent and the school board member. We also invite partners to a cultural fair twice a year. Partners have the opportunity to tour the school and witness the students demonstrate their knowledge of other cultures by singing, dancing or sharing information.

Global Learning Academy has participated in the United Way Day of Caring ever since the school opened in 2011. Partner relationships are reinforced when we work together with them during this event.

Partners stay abreast of the happenings at Global through an electronic newsletter.

One of our greatest partners is a local Rotary Club, which will supply over \$18,000 in goods and services in addition to hundreds of man hours throughout the typical school year.

Our relationship with this particular organization has been strengthened by the fact that a staff member is a past president and has been a catalyst for several years in the partnership.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|----------------------|---------------------|
| Labounty, Judy | Principal |
| Owens-Braggs, Nicole | Assistant Principal |
| Parker, Debby | Teacher, K-12 |
| Sheater, Susan | Teacher, K-12 |
| Isert, Dian | Teacher, K-12 |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The 3 expert teachers serve as support to teachers in all academic areas.

Parker works with 2nd and 3rd grades

Isert works with 1st and 4th grades

Sheater works in K and 5th grades

The teachers ensure that teachers are using the standards and data to inform their instruction in the classroom. They are tasked with working with teachers in planning, modeling lessons, interpreting data and gathering relevant resources.

Administration's role is to stay abreast on the standards, curriculum and best practices. Administration will conduct walk-throughs and give feedback to teachers based on rigor, student engagement and implementation of the curriculum. Administration will use data to have an in-depth conversation with teachers about students' performance on a monthly basis.

Using the monthly data, administration will lead teachers to understand how to implement data informed decisions based on each individual student's needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our problem-solving progress for the implementation and monitoring of our MTSS and school improvement structures includes weekly leadership team meetings. During the meetings, the leadership team discusses teacher support needs, the effectiveness of core instruction, and individual student needs. A plan is developed to allocate resources and professional development based on the needs discussed.

Title I, Part A: Funds are used to purchase 3 expert teachers and supplies.

Title I, Part C - Migrant Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there is 1 migrant student at Global Learning Academy. We are providing assistance through the school social worker for medical, housing, and interpretive services.

Title I, Part D: Our school does not serve Title I, Part D students as the services are provided by the District.

Title II: Professional development is offered at both the school and district levels. Please see each goal area for specific professional development activities.

Title III: All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve ELL students who enroll in our school. In addition, an itinerant ESOL teacher, funded through Title III monies, is assigned to the students at our school. This teacher assists both the classroom teacher and the ELL student(s).

Title X - Homeless: The school works with the district's Homeless Coordinator, as well as with our various Partners in Education, to provide resources (clothing, shoes, school supplies, emergency groceries, bus passes, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Our school also houses a Parent Resource Center, with computers and other information sources to help parents

access other resources as necessary.

Supplemental Academic Instruction (SAI):

Violence Prevention Program: The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Our guidance counselor teaches proactive anti-bullying classes at all grade levels.

Nutrition Programs: Global Learning Academy is part of the Provision II program, the grant which feeds 100% of our students free breakfast and lunch. Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. Additional programs and county health department staff will address the nutritional issues as identified for specific children.

Housing Programs: Not applicable.

Head Start: Global Learning Academy participates in VPK.

Adult Education: Provided at the District level and at Pensacola State College

Global Learning Academy hosts a STEM-Related Careers Fair

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Judy LaBounty | Principal |
| Channa Tastsides | Parent |
| Heather Gulley | Student |
| Michael Motton | Parent |
| Christy Johnson | Parent |
| Maurice Brown | Parent |
| Mary Russell | Parent |
| Jimmie Parker | Parent |
| Avis Locke | Parent |
| Amanda Westbrook | Teacher |
| | Education Support Employee |
| Nicole Owens-Braggs | Teacher |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Global Learning Academy realizes that we did not meet our goals, so we have met with school leadership, SAC, district leadership, and school faculty. These meetings resulted in the refining of goals, resources, and follow-up accountability.

b. Development of this school improvement plan

During the parent involvement meetings, parents are asked for their input regarding the school compact as well as parent-involvement plan and academic-related portions of the SIP.

c. Preparation of the school's annual budget and plan

During the first SAC meeting, the SAC will evaluate and make suggestions regarding the school's annual budget and plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

2016-2017 school improvement funds are currently being strategically funneled into improvement plans being put into place during the next 4 weeks. These plans include

*\$2000 setting up and stocking a Reading Room as suggested in the book "Igniting a Passion for Reading."

*\$3500 to purchase Next Generation Science informational text collections to be housed and checked out through the school's media center.

*\$2500 to pay teachers' hourly rates for after-hours professional development provided through the district's math, science, and ELA departments.

*\$16,000 toward funding the purchase of supplemental SRA instructional materials.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------|---------------------|
| Isert, Dian | Teacher, K-12 |
| Parker, Debby | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will strive to create a school-wide literary environment, coordinating literacy activities for the school as well as for our parents and students. Activities will include Battle of the Books, Media Mania (Media Center extended hours for families), Halloween readers from Catholic High School's St. Vincent de Paul Club, Dr. Seuss Day with guest readers, Literacy Week, Pajama Day read-in, Wee Read for Pre-K, Pre-K Family Literacy Lapsits, and a Vocabulary Parade. GLA purchased two sets of Chrome Books to support literacy for our fifth grade students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We provide a 40-minute common planning time for grade levels to have an opportunity to collaborate with each other. Each Tuesday, teachers spend time together aligning the next week's curriculum. One day later in the week, they meet again to share resources and strategies. On Wednesdays, teachers meet with a member of the leadership team to bring concerns to administration, disaggregate data, or to

participate in professional development. These meetings allow for the 90 minutes of weekly uninterrupted planning time during the student instructional day as set forth in the master contract.

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

In the belief that we need to appreciate and utilize the expertise housed within our faculty, Global Learning Academy has re-focused our leadership plan to provide maximum opportunities to develop teacher-leaders. We are diversifying trainees, trainers, and leaders to include a variety of teachers at all grade levels and all disciplines throughout the school. Additionally, we encourage all teachers to visit other classrooms during their planning period, glean whatever methods and strategies which might be useful in their own classrooms.

Global Learning Academy is developing teachers by empowering them with management strategies.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Every new teacher is assigned an experienced teacher. Teachers selected as mentors have a proven record of success based on data.

New teachers participate in training provided by the District's Great Beginnings program.

GLA administration will have monthly open sessions for new teachers where they can freely ask questions, voice concerns and collaborate to problem-solve.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school's leadership team, which includes 3 expert teachers, works closely with all grade levels to ensure that instruction, materials, and assessments are aligned to Florida's standards. The expert teachers guide classroom teachers in the use of the resources available through the ELA, math, and science departments.

The ECSD ELA, Math, and Science departments have created curriculum guides which are housed in the ECSD single sign-on network. These guides align standards to a variety of instructional resources, including but not limited to adopted textbooks.

Teachers are asked to open lessons with an essential question or objective, making a connection that illustrates how the intended standard relates to the activities in which students will be engaged.

All assessments are aligned to standards taught in class and reviewed for effectiveness of students' mastering the standards.

b. Instructional Strategies

1. 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.

A balance of instruction is provided in small differentiated groups so that teachers are able to tailor instruction as indicated by quarterly assessments, standards-based tests and classroom data. The MTSS process is fully implemented and utilized to ensure that the needs of all students are met. State assessments, Standards tests and quarterly monitoring assessments are used in the MTSS process to determine efficacy of and necessary adjustments to classroom instruction. Expert teachers lead the Tier II and Tier III interactions, working closely with the classroom teachers in this process, evaluating data and assisting teachers in implementing interventions.

Teachers are guided through the process of evaluating their students' data. It is anticipated and expected that instructional groups will be quite fluid based on students' ongoing formal and informal formative assessments. STAR percentile (growth data) and standards assessments will be used to track if students are on track of achieving test gains.

Monthly STAR assessments will be given so that teachers and students can conference, make goals and decide if instruction or student effort need to be adjusted.

Faculty teams will dig into STAR growth charts to analyze instructional needs of individual students, small groups of students, and whole class trends. Data is used to drive targeted instruction based on how students performed on FSA, how much growth is needed, and progress indicated by ongoing STAR assessments.

Common language which was previously used only is FSA-tested grades is now a part of professional conversations throughout school, even K-2. Such language includes proficiency, learning gains, lower quartile, bubble students, etc.

As data is continually monitored and evaluated, administration will restructure teacher assistants' schedules in order to serve students with the greatest need as indicated in the data.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,740

An additional hour of reading is provided for every student. The additional hour focuses on skills that students lack to be successful readers. During that extra hour, 3rd-5th grade students will use the CIS (Comprehensive Instruction Strategies) model of instruction using informational text. This model will help students develop key reading skills such as fluency, vocabulary enhancement, asking questions, note taking and responding to literature. Currently, we are looking at strategies to infuse literature into the CIS model.

Students reading on grade level will participate in Battle of the Books wherein they read grade-level novels, then discuss and create questions based on FSA standards or connections made to text.

Kindergarten will use SRA Language for Learning to address language deficiencies as indicated by for Language for Learning pretest. Grades 1 - 3 and high-testing kindergarteners will use the Phonemic Awareness program to help students build transferable decoding skills.

Strategy Rationale

Additional quality time spent in reading instruction will increase reading proficiency, as determined by Florida's Office of Program Analysis and Government Accountability. Our Project Explore is by design highly engaging, empowering students to apply their literacy skills in a variety of situations.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Owens-Braggs, Nicole, nowens-braggs@ecsdfi.us

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

Standards assessments will be used to monitor students' level of mastery of the standards taught in class.

STAR will be used to ensure that teachers are working on students' instructional levels and to determine if students are growing based on small group instruction.

FSA will be used to determine if instruction throughout the year yield student growth and to compare students previous data to current data.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At the end of each school year, early childhood programs, including the Pre-K class housed at Global Learning Academy, visit Global Learning Academy. The purpose of the visit is to escort the students through the school and to allow the students to see and experience the kindergarten program. They visit the classroom, media center, special area classrooms, and end in the dining room with a snack. Parents are invited to attend with their child.

Fifth-graders participate in middle-school visitation programs hosted by the local schools. We also invite middle school programs to showcase their program to the students in 5th grade.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve science proficiency.
- G2.** Improve reading proficiency and learning gains.
- G3.** Improve math proficiency and learning gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve science proficiency. 1a

G096358

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| Statewide Science Assessment Level 3 | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Students do not make connections between written text and science standards. Students lack experiences which would raise their competency in scientific reasoning, methods, and observations. Students lack confidence and interest in reading science, so they do not take the time to carefully read science text or test problems. Students lack functional and academic science vocabulary. Students do not analyze diagrams, charts, and graphs found in science texts and assessments. Students need more opportunities to plan, conduct, and analyze scientific investigations and experiments which would help them to make connections to the written texts and to the science standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom teachers
- Remedial teacher
- ESE teacher
- District science personnel

Plan to Monitor Progress Toward G1. 8

Unit assessments, quarterly assessments

Person Responsible

Schedule

Evidence of Completion

Teacher data sheets will be evaluated during administrative data meetings

G2. Improve reading proficiency and learning gains. 1a

G096359

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Gains | 75.0 |
| FSA ELA Achievement | 45.0 |
| ELA/Reading Lowest 25% Gains | 75.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack perseverance and stamina to read text for a specific focus
- There is a need for small group and individualized instruction for students
- Student misconduct leads to a loss of instructional time and a lack of student engagement
- Teachers require professional development to effectively use resources to help teach reading in relevant, motivating and engaging ways.
- There is a need for supplementary complex text resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SRA Phonemic Awareness program
- Multisyllable Word Routine Cards
- Remedial Teachers
- Beverly Tyner Model
- ELA Framework
- ECSD Reading Department
- CIS Model of Instruction
- SRA Language for Learning
- Daily Five
- UNISIG Funds

Plan to Monitor Progress Toward G2. 8

ELA Standard Assessments, STAR assessments and teachers' anecdotal records

Person Responsible

Judy Labounty

Schedule

Monthly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Teachers' data will reflect percentage of proficiency of students' mastery of standards and rates of learning gains. Teacher data records will include coded/highlighted FOCUS grades showing areas of need, including remediation or enrichment.

G3. Improve math proficiency and learning gains. 1a

G096360

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 40.0 |
| Math Gains | 75.0 |
| Math Lowest 25% Gains | 75.0 |

Targeted Barriers to Achieving the Goal 3

- Students lacking prerequisite skills, causing the achievement gap to widen. Students are then ill-prepared to learn new skills which are based on the prerequisite skills.
- Students have minimal exposure to and thus do not understand analog clocks.
- Students lack strategies, reading comprehension, and analytical skills required for solving the multi-step word problems as found in Florida standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District-level support
- Math Framework
- ESE Support on each grade level
- Everglades Math
- Singapore Math Word Problems

Plan to Monitor Progress Toward G3. 8

Data will be presented at monthly data meetings: assessments and reassessments

Person Responsible

Judy Labounty

Schedule

Monthly, from 11/17/2017 to 5/24/2018

Evidence of Completion

Teacher data sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Improve science proficiency. 1

G096358

G1.B1 Students do not make connections between written text and science standards. Students lack experiences which would raise their competency in scientific reasoning, methods, and observations. Students lack confidence and interest in reading science, so they do not take the time to carefully read science text or test problems. Students lack functional and academic science vocabulary. Students do not analyze diagrams, charts, and graphs found in science texts and assessments. Students need more opportunities to plan, conduct, and analyze scientific investigations and experiments which would help them to make connections to the written texts and to the science standards. 2

B259273

G1.B1.S1 Use the CIS model to read and study various science articles which include diagrams, charts, graphs and rich vocabulary. Provide opportunities for students to plan, conduct, and analyze scientific investigations and experiments. 4

S274608

Strategy Rationale

Provide experiences which would raise students' competency in scientific reasoning, methods, and observations which would help them to make connections to the written texts and to the science standards.

Action Step 1 5

Science World student magazine subscription

Person Responsible

Nicole Owens-Braggs

Schedule

Evidence of Completion

Invoice

Action Step 2 5

Remedial teacher will work with classroom teachers to select the best use of the articles found in each month's edition.

Person Responsible

Susan Sheater

Schedule

Monthly, from 11/30/2017 to 5/24/2018

Evidence of Completion

Notes, lesson plans, CIS lessons, and homework assignments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-through visits, grade-planning visits

Person Responsible

Susan Sheater

Schedule

Monthly, from 11/30/2017 to 5/24/2018

Evidence of Completion

Anecdotal notes, follow-up emails

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Continued conversations with classroom teachers, continued involvement in planning

Person Responsible

Susan Sheater

Schedule

Monthly, from 11/30/2017 to 5/24/2018

Evidence of Completion

Follow-up emails, classroom and quarterly assessments

G1.B1.S2 Provide to each grade level diverse science-related literature and informational text experiences. 4

 S274609

Strategy Rationale

These experiences will help students to make text-to-world connections and empower them to better comprehend science-based text and assessments.

Action Step 1 5

Purchase Next Generation Science Standards Paperback Book Collections for each grade level

Person Responsible

Nicole Owens-Braggs

Schedule

On 12/14/2017

Evidence of Completion

Invoice

Action Step 2 5

Work with teachers on strategies for the most effective use of the book collections.

Person Responsible

Nicole Owens-Braggs

Schedule

On 12/14/2017

Evidence of Completion

Follow-up emails

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans, CIS lessons, and student journals will be monitored.

Person Responsible

Nicole Owens-Braggs

Schedule

Monthly, from 12/1/2017 to 5/24/2018

Evidence of Completion

Follow-up emails

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Results for unit and quarterly assessments will be evaluated

Person Responsible

Schedule

Evidence of Completion

Classroom data sheets will be evaluated and feedback provided during administration data meetings and via email.

G2. Improve reading proficiency and learning gains. 1

G096359

G2.B3 Students lack perseverance and stamina to read text for a specific focus 2

B259276

G2.B3.S1 Teachers have been trained in and are implementing Daily Five procedures and strategies.

4

S274612

Strategy Rationale

Daily Five is a group of instructional strategies that develop behaviors to create a classroom of engaged and independent readers. It is flexible enough to be adapted to instructional and learning styles of individual classrooms. The Daily Five strategies are Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work.

Action Step 1 5

Principal accepted an offer of Daily Five assistance from ECSD reading specialist.

Person Responsible

Judy Labounty

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

School leadership will conduct walk-through visits during reading blocks and provide feedback regarding fidelity of implementation.

Person Responsible

Judy Labounty

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

A timeline of incremental implementation will be developed. Anecdotal notes from walkthroughs will indicate that some or all of the 5 strategies: Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work are consistently and effectively used in all classrooms. All classrooms will post and maintain graphs tracking growth of reading stamina gained during Read to Self time.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom visits and walk-throughs, evaluation of STAR and other reading assessments.

Person Responsible

Judy Labounty

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Feedback to teachers and from teachers about implementation of Daily Five, STAR assessments, and reading standard assessments.

G2.B4 There is a need for small group and individualized instruction for students 2

 B259277

G2.B4.S1 Decrease the student teacher ratio 4

 S274613

Strategy Rationale

Increase individual and small group time with a certified teacher

Action Step 1 5

Hire an additional (supplemental) Inclusion Teacher

Person Responsible

Judy Labounty

Schedule

On 8/31/2018

Evidence of Completion

Skyward Payroll

G2.B4.S2 Provide researched based materials **4**

 S274614

Strategy Rationale

Students lack reading foundation skills. SRA is an organized, systematic program that can significantly improve reading skills.

Action Step 1 **5**

GLA will implement the SRA program in addition to other research based materials to increase reading proficiency.

Person Responsible

Nicole Owens-Braggs

Schedule

On 8/31/2018

Evidence of Completion

SRA performance logs

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

G2.B4.S3 Decrease the student teacher ratio **4**

 S274615

Strategy Rationale

Increase individual and small group time with a substitute teacher

Action Step 1 **5**

GLA will employ 4 supplemental substitute teachers who will work with individual students and small groups.

Person Responsible

Judy Labounty

Schedule

On 5/23/2018

Evidence of Completion

skyward payroll

G2.B5 Student misconduct leads to a loss of instructional time and a lack of student engagement 2

 B259278

G2.B5.S1 Provide professional development for teachers to support building relationships, strategies to improve student conduct, social and emotional concerns 4

 S274616

Strategy Rationale

As stated on the Flippen Group site...to raise the bar on student performance, all the while competing against social, environmental, and outside pressures as never before. Personnel work to determine the most effective curricula while teachers struggle to manage classrooms.

Action Step 1 5

Global Learning Academy will provide professional development in the Capturing Kids Hearts program for 100% of the instructional staff and will include administration and other key personnel.

Person Responsible

Judy Labounty

Schedule

On 8/31/2018

Evidence of Completion

Extra pay time sheets will serve as evidence of participation.

Action Step 2 5

Global Learning Academy will provide professional development in the Kagan Model for 100% of the instructional staff and will include administration and other key personnel.

Person Responsible

Nicole Owens-Braggs

Schedule

On 8/31/2018

Evidence of Completion

Contract with Kagan Model

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Person Responsible

Schedule

Evidence of Completion

G2.B5.S2 Purchase "Lost in School" to conduct a Book Study 4

 S274617

Strategy Rationale

"Lost at School" gives teachers the realistic strategies and information to impact the classroom experience of challenging students and their classmates.

Action Step 1 5

GLA teachers will participate in a Book Study using "Lost at School".

Person Responsible

Nicole Owens-Braggs

Schedule

On 8/31/2018

Evidence of Completion

Purchase order and sign in sheets.

G2.B5.S3 Provide professional for teachers to support cooperative learning. 4

 S274618

Strategy Rationale

Through cooperative learning, students work together to accomplish learning goals, which creates an atmosphere of achievement.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

Person Responsible

Schedule

Evidence of Completion

G2.B6 Teachers require professional development to effectively use resources to help teach reading in relevant, motivating and engaging ways. **2**

 B259279

G2.B6.S1 Provide professional learning communities and resources. to help teachers provide relevant, motivating and engaging reading lessons **4**

 S274619

Strategy Rationale

To help teachers provide relevant, motivating and engaging reading lessons

Action Step 1 **5**

Purchase professional materials

Person Responsible

Judy Labounty

Schedule

On 8/31/2018

Evidence of Completion

Skyward invoices

Action Step 2 **5**

Over the course of the school year teachers will participate in PLC's through two book studies

Person Responsible

Judy Labounty

Schedule

On 8/31/2018

Evidence of Completion

Sign in sheets

G3. Improve math proficiency and learning gains. 1

 G096360

G3.B1 Students lacking prerequisite skills, causing the achievement gap to widen. Students are then ill-prepared to learn new skills which are based on the prerequisite skills. 2

 B259281

G3.B1.S1 A special emphasis is being placed on K-2 development of number sense and basic numeracy skills: Model different methods for computing. Ask students regularly to calculate mentally. Have class discussions about strategies for computing. Make estimation an integral part of computing. ...and more strategies as found at http://www.mathsolutions.com/documents/presentations/10_CMC_MF_NumberSense.pdf 4

 S274621

Strategy Rationale

Students have been moving up to third, fourth, and fifth grades without basic skills and strategies to support growth of new knowledge and skills.

Action Step 1 5

Professional development is being researched and calendared. Remedial teachers and administration will meet with grade levels.

Person Responsible

Nicole Owens-Braggs

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

sign-in sheets

Action Step 2 5

Purchase supplementary math resources

Person Responsible

Judy Labounty

Schedule

On 8/31/2018

Evidence of Completion

Purchase orders

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walk-throughs, teachers' feedback

Person Responsible

Nicole Owens-Braggs

Schedule

Weekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Lesson plans will include small group documentation with specification of prerequisite skills.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Students will be administered a prerequisite assessment to determine basic prerequisite needs. Teachers will maintain records of analysis of error trends found in daily work and in assessments. Standards Assessments will indicate incrementally smaller gaps caused by lacking prerequisite skills.

Person Responsible

Nicole Owens-Braggs

Schedule

Daily, from 9/5/2017 to 5/24/2018

Evidence of Completion

Teacher data binders

G3.B2 Students have minimal exposure to and thus do not understand analog clocks. **2**

 B259282

G3.B2.S1 Provide hands-on materials which students can manipulate to help them understand the relationship between the hour and minute hands on an analog clock. Teach students to manipulate the clocks as they work through exercises in telling time and in elapsed time as they transition to using graphic representations of clocks. **4**

 S274623

Strategy Rationale

Standards require that students tell and write time using analog and digital clocks. Judy Clocks are a hands-on resource for teaching students about time. Demonstrate and practice time-telling concepts with this classroom set of clocks.

Action Step 1 **5**

Purchase class sets of Judy Clocks for teachers to teach students to manipulate the clocks as they work through exercises in telling time and in elapsed time as they transition to using graphic representations of clocks.

Person Responsible

Susan Sheater

Schedule

On 5/24/2018

Evidence of Completion

Invoice

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Remedial teachers will encourage use of Judy Clocks during instruction of units on time

Person Responsible

Nicole Owens-Braggs

Schedule

On 5/24/2018

Evidence of Completion

Lesson plans and classroom walk-through visits will indicate use of Judy Clocks

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Professional library check-outs, teacher lesson plans, and classroom walk-through visits will indicate use of Judy Clocks. Unit assessments will indicate increased proficiency in telling time with analog clocks.

Person Responsible

Schedule

Evidence of Completion

Professional library records, lesson plans, unit assessment data

G3.B3 Students lack strategies, reading comprehension, and analytical skills required for solving the multi-step word problems as found in Florida standards. **2**

 B259283

G3.B3.S1 Provide word problem instruction and practice which focuses on diagrams, number bonds, the "counting on" method, and the "crossing out" method. **4**

 S274624

Strategy Rationale

Strategic word-problem instruction and practice will help students master challenging word problems as well as exercise mental calculation. This will boost confidence in problem-solving and critical-thinking skills.

Action Step 1 **5**

Purchase Singapore Math "70 Must-Know Word Problems" for all 1st through 5th-grade students.

Person Responsible

Nicole Owens-Braggs

Schedule

Evidence of Completion

Invoice

Action Step 2 **5**

Workbooks will be distributed to teachers with instructions for the problems to be used daily.

Person Responsible

Nicole Owens-Braggs

Schedule

On 5/24/2018

Evidence of Completion

Email

Action Step 3 5

Teachers will use the "70 Must-Know Word Problems" as problems of the day, providing individual as well as partner and team practice.

Person Responsible

Nicole Owens-Braggs

Schedule

On 5/24/2018

Evidence of Completion

Anecdotal notes from walk-through visits

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administration and remedial teachers will work with classroom teachers to ensure teachers are planning for and providing instruction using the word problems.

Person Responsible

Nicole Owens-Braggs

Schedule

On 5/24/2018

Evidence of Completion

Anecdotal notes from classroom walk-through visits, lesson plans, student bell work journals

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Evaluate worksheets from student assessments to determine if students are strategically reading and working out word problems.

Person Responsible

Nicole Owens-Braggs

Schedule

On 5/24/2018

Evidence of Completion

Snapshots of students' independent practice and assessments will be evaluated to determine if students' proficiency is improving.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------------|-------------------------------|---|----------------------|
| 2018 | | | | | |
| G1.MA1 M396351 | Unit assessments, quarterly assessments | | No Start Date | Teacher data sheets will be evaluated during administrative data meetings | No End Date one-time |
| G1.B1.S1.A1 A368640 | Science World student magazine subscription | Owens-Braggs, Nicole | No Start Date | Invoice | No End Date one-time |
| G2.B5.S1.MA1 M396358 | [no content entered] | | No Start Date | | No End Date one-time |
| G3.B2.S1.MA1 M396363 | Professional library check-outs, teacher lesson plans, and classroom walk-through visits will... | | No Start Date | Professional library records, lesson plans, unit assessment data | No End Date one-time |
| G3.B3.S1.A1 A368660 | Purchase Singapore Math "70 Must-Know Word Problems" for all 1st through 5th-grade students. | Owens-Braggs, Nicole | No Start Date | Invoice | No End Date one-time |
| G1.B1.S2.MA1 M396349 | Results for unit and quarterly assessments will be evaluated | | No Start Date | Classroom data sheets will be evaluated and feedback provided during administration data meetings and via email. | No End Date one-time |
| G2.B4.S2.A2 A368649 | [no content entered] | | No Start Date | | No End Date one-time |
| G2.B5.S3.MA1 M396359 | [no content entered] | | No Start Date | | No End Date one-time |
| G2.B5.S3.A1 A368654 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B1.S2.A1 A368642 | Purchase Next Generation Science Standards Paperback Book Collections for each grade level | Owens-Braggs, Nicole | 11/30/2017 | Invoice | 12/14/2017 one-time |
| G1.B1.S2.A2 A368643 | Work with teachers on strategies for the most effective use of the book collections. | Owens-Braggs, Nicole | 11/30/2017 | Follow-up emails | 12/14/2017 one-time |
| G2.B4.S3.A1 A368650 | GLA will employ 4 supplemental substitute teachers who will work with individual students and small... | Labounty, Judy | 9/1/2017 | skyward payroll | 5/23/2018 one-time |
| G2.MA1 M396360 | ELA Standard Assessments, STAR assessments and teachers' anecdotal records | Labounty, Judy | 8/28/2017 | Teachers' data will reflect percentage of proficiency of students' mastery of standards and rates of learning gains. Teacher data records will include coded/highlighted FOCUS grades showing areas of need, including remediation or enrichment. | 5/24/2018 monthly |
| G3.MA1 M396367 | Data will be presented at monthly data meetings: assessments and reassessments | Labounty, Judy | 11/17/2017 | Teacher data sheets | 5/24/2018 monthly |
| G1.B1.S1.MA1 M396347 | Continued conversations with classroom teachers, continued involvement in planning | Sheater, Susan | 11/30/2017 | Follow-up emails, classroom and quarterly assessments | 5/24/2018 monthly |
| G1.B1.S1.MA1 M396348 | Classroom walk-through visits, grade-planning visits | Sheater, Susan | 11/30/2017 | Anecdotal notes, follow-up emails | 5/24/2018 monthly |
| G1.B1.S1.A2 A368641 | Remedial teacher will work with classroom teachers to select the best use of the articles found in... | Sheater, Susan | 11/30/2017 | Notes, lesson plans, CIS lessons, and homework assignments | 5/24/2018 monthly |

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Global Learning Academy

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------------|-------------------------------|--|--------------------|
| G2.B3.S1.MA1 M396356 | Classroom visits and walk-throughs, evaluation of STAR and other reading assessments. | Labounty, Judy | 8/21/2017 | Feedback to teachers and from teachers about implementation of Daily Five, STAR assessments, and reading standard assessments. | 5/24/2018 weekly |
| G2.B3.S1.MA1 M396357 | School leadership will conduct walk-through visits during reading blocks and provide feedback... | Labounty, Judy | 8/14/2017 | A timeline of incremental implementation will be developed. Anecdotal notes from walkthroughs will indicate that some or all of the 5 strategies: Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work are consistently and effectively used in all classrooms. All classrooms will post and maintain graphs tracking growth of reading stamina gained during Read to Self time. | 5/24/2018 weekly |
| G2.B3.S1.A1 A368646 | Principal accepted an offer of Daily Five assistance from ECSD reading specialist. | Labounty, Judy | 8/14/2017 | Sign in sheets | 5/24/2018 monthly |
| G3.B1.S1.MA1 M396361 | Students will be administered a prerequisite assessment to determine basic prerequisite needs.... | Owens-Braggs, Nicole | 9/5/2017 | Teacher data binders | 5/24/2018 daily |
| G3.B1.S1.MA1 M396362 | Walk-throughs, teachers' feedback | Owens-Braggs, Nicole | 9/5/2017 | Lesson plans will include small group documentation with specification of prerequisite skills. | 5/24/2018 weekly |
| G3.B1.S1.A1 A368657 | Professional development is being researched and calendared. Remedial teachers and administration... | Owens-Braggs, Nicole | 9/5/2017 | sign-in sheets | 5/24/2018 monthly |
| G3.B2.S1.MA1 M396364 | Remedial teachers will encourage use of Judy Clocks during instruction of units on time | Owens-Braggs, Nicole | 11/15/2017 | Lesson plans and classroom walk-through visits will indicate use of Judy Clocks | 5/24/2018 one-time |
| G3.B2.S1.A1 A368659 | Purchase class sets of Judy Clocks for teachers to teach students to manipulate the clocks as they... | Sheater, Susan | 11/1/2017 | Invoice | 5/24/2018 one-time |
| G3.B3.S1.MA1 M396365 | Evaluate worksheets from student assessments to determine if students are strategically reading and... | Owens-Braggs, Nicole | 1/5/2018 | Snapshots of students' independent practice and assessments will be evaluated to determine if students' proficiency is improving. | 5/24/2018 one-time |
| G3.B3.S1.MA1 M396366 | Administration and remedial teachers will work with classroom teachers to ensure teachers are... | Owens-Braggs, Nicole | 11/30/2017 | Anecdotal notes from classroom walk-through visits, lesson plans, student bell work journals | 5/24/2018 one-time |
| G3.B3.S1.A2 A368661 | Workbooks will be distributed to teachers with instructions for the problems to be used daily. | Owens-Braggs, Nicole | 11/30/2017 | Email | 5/24/2018 one-time |
| G3.B3.S1.A3 A368662 | Teachers will use the "70 Must-Know Word Problems" as problems of the day, providing individual as... | Owens-Braggs, Nicole | 11/30/2017 | Anecdotal notes from walk-through visits | 5/24/2018 one-time |
| G1.B1.S2.MA1 M396350 | Lesson plans, CIS lessons, and student journals will be monitored. | Owens-Braggs, Nicole | 12/1/2017 | Follow-up emails | 5/24/2018 monthly |
| G2.B4.S1.A1 A368647 | Hire an additional (supplemental) Inclusion Teacher | Labounty, Judy | 9/1/2017 | Skyward Payroll | 8/31/2018 one-time |
| G2.B5.S1.A1 A368651 | Global Learning Academy will provide professional development in the Capturing Kids Hearts program... | Labounty, Judy | 9/1/2017 | Extra pay time sheets will serve as evidence of participation. | 8/31/2018 one-time |
| G2.B5.S1.A2 A368652 | Global Learning Academy will provide professional development in the Kagan Model for 100% of the... | Owens-Braggs, Nicole | 9/1/2017 | Contract with Kagan Model | 8/31/2018 one-time |
| G2.B6.S1.A1 A368655 | Purchase professional materials | Labounty, Judy | 9/1/2017 | Skyward invoices | 8/31/2018 one-time |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|---|-------------------------|-------------------------------|---------------------------------------|-----------------------|
| G2.B6.S1.A2  A368656 | Over the course of the school year teachers will participate in PLC's through two book studies | Labounty, Judy | 9/1/2017 | Sign in sheets | 8/31/2018 one-time |
| G3.B1.S1.A2  A368658 | Purchase supplementary math resources | Labounty, Judy | 9/1/2017 | Purchase orders | 8/31/2018 one-time |
| G2.B4.S2.A1  A368648 | GLA will implement the SRA program in addition to other research based materials to increase... | Owens-Braggs, Nicole | 9/1/2017 | SRA performance logs | 8/31/2018 one-time |
| G2.B5.S2.A1  A368653 | GLA teachers will participate in a Book Study using "Lost at School". | Owens-Braggs, Nicole | 9/1/2017 | Purchase order and sign in sheets. | 8/31/2018 one-time |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Improve reading proficiency and learning gains.

G2.B3 Students lack perseverance and stamina to read text for a specific focus

G2.B3.S1 Teachers have been trained in and are implementing Daily Five procedures and strategies.

PD Opportunity 1

Principal accepted an offer of Daily Five assistance from ECSD reading specialist.

Facilitator

Kim Gunn

Participants

All classroom teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G2.B6 Teachers require professional development to effectively use resources to help teach reading in relevant, motivating and engaging ways.

G2.B6.S1 Provide professional learning communities and resources. to help teachers provide relevant, motivating and engaging reading lessons

PD Opportunity 1

Purchase professional materials

Facilitator

Nicole Owens-raggs

Participants

GLA Teachers and Staff

Schedule

On 8/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve science proficiency.

G1.B1 Students do not make connections between written text and science standards. Students lack experiences which would raise their competency in scientific reasoning, methods, and observations. Students lack confidence and interest in reading science, so they do not take the time to carefully read science text or test problems. Students lack functional and academic science vocabulary. Students do not analyze diagrams, charts, and graphs found in science texts and assessments. Students need more opportunities to plan, conduct, and analyze scientific investigations and experiments which would help them to make connections to the written texts and to the science standards.

G1.B1.S1 Use the CIS model to read and study various science articles which include diagrams, charts, graphs and rich vocabulary. Provide opportunities for students to plan, conduct, and analyze scientific investigations and experiments.

TA Opportunity 1

Remedial teacher will work with classroom teachers to select the best use of the articles found in each month's edition.

Facilitator

Susan Sheater

Participants

Fifth-grade science and extra-hour reading teachers

Schedule

Monthly, from 11/30/2017 to 5/24/2018

G1.B1.S2 Provide to each grade level diverse science-related literature and informational text experiences.

TA Opportunity 1

Work with teachers on strategies for the most effective use of the book collections.

Facilitator

Remedial Teachers

Participants

Classroom teachers

Schedule

On 12/14/2017

G3. Improve math proficiency and learning gains.

G3.B1 Students lacking prerequisite skills, causing the achievement gap to widen. Students are then ill-prepared to learn new skills which are based on the prerequisite skills.

G3.B1.S1 A special emphasis is being placed on K-2 development of number sense and basic numeracy skills: Model different methods for computing. Ask students regularly to calculate mentally. Have class discussions about strategies for computing. Make estimation an integral part of computing. ...and more strategies as found at http://www.mathsolutions.com/documents/presentations/10_CMC_MF_NumberSense.pdf

TA Opportunity 1

Professional development is being researched and calendared. Remedial teachers and administration will meet with grade levels.

Facilitator

Isert, Dian; Parker, Deborah, Doss-Sheater, Susan

Participants

All classroom teachers

Schedule

Monthly, from 9/5/2017 to 5/24/2018

G3.B3 Students lack strategies, reading comprehension, and analytical skills required for solving the multi-step word problems as found in Florida standards.

G3.B3.S1 Provide word problem instruction and practice which focuses on diagrams, number bonds, the "counting on" method, and the "crossing out" method.

TA Opportunity 1

Workbooks will be distributed to teachers with instructions for the problems to be used daily.

Facilitator

Remedial Teachers

Participants

Classroom Teachers

Schedule

On 5/24/2018

VII. Budget

| | | | |
|---|--------------------|--|-------------------|
| 1 | G1.B1.S1.A1 | Science World student magazine subscription | \$1,052.68 |
|---|--------------------|--|-------------------|

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| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|----------|--------------------|---|---|----------------|-----|--------------------|
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,052.68 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G1.B1.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Science World subscription for 120 students-->\$1052.68. Includes 12 monthly magazines for 120 students, digital resources, lesson plans, experiments, skill sets, and experiments. Digital editions also include differentiated reading levels. Supports ELA with paired-text activities, writing prompts, ELA skills sheets, and literacy connections. "</i> | | | |
| 2 | G1.B1.S1.A2 | Remedial teacher will work with classroom teachers to select the best use of the articles found in each month's edition. | | | | \$1,853.40 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,853.40 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G1.B1.S1.A2. Correlated to DIAP GOAL G2.B2.S1.A1. Supplies to support implementation of supplementary science texts and materials, including student supplies and lab equipment which might be necessary to conduct activities included in the Science World magazines. Other materials will aid in the development of scientific thinking among our students. Materials we intend to purchase from NASCO include Bubbles Scientific Method Classroom Kit (6 x \$84.95 = \$509.70), Ob-Scertainer Kit for Scientific Method (\$85.00 x 6 = \$510.00), Hydropower Experiment Kit (\$49.95 x 6 = \$299.70), Modeling Stream Erosion and Deposition (\$174.50), Groundwater Table (\$159.50). Miscellaneous supplies to support these activities: \$200.00"</i> | | | |
| 3 | G1.B1.S2.A1 | Purchase Next Generation Science Standards Paperback Book Collections for each grade level | | | | \$8,795.16 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$8,795.16 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G2.B2.S1.A1. The NGSS focus is on scientific practice as well as on content. Each of the grade-level collections for Gr. K-5 includes 50 books, 1 copy of each title. A title list that identifies the Next Generation Science Standard for each title is included with every collection. Purchasing four sets for each grade level K-5 (4 sets x \$2198.79 each = \$8795.16)."</i> | | | |
| 4 | G1.B1.S2.A2 | Work with teachers on strategies for the most effective use of the book collections. | | | | \$1,240.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,240.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G1.B1.S2.A2. Correlated to DIAP GOAL G2.B2.S1.A1. Print and copy paired-text, CIS lessons, and other reading activities to go along with book collections: Copy paper (\$2.40/ream x 40 reams = \$96.00), Toner and developer for copiers (\$200.00), ink for printers (\$600.00), staples for copier (\$130.00) ruled notebook paper for associated writing activities (\$1.07 x 200 = \$214.00)"</i> | | | |
| 5 | G2.B3.S1.A1 | Principal accepted an offer of Daily Five assistance from ECSD reading specialist. | | | | \$0.00 |
| 6 | G2.B4.S1.A1 | Hire an additional (supplemental) Inclusion Teacher | | | | \$50,815.80 |

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Global Learning Academy

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|----------|--------------------|--|---|----------------|-----|--------------------|
| | 5200 | 120-Classroom Teachers | 1281 - Global Learning Academy | UniSIG | 1.0 | \$37,010.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher (annual salary of \$37,010.00)-->Salary"</i> | | | |
| | 5200 | 220-Social Security | 1281 - Global Learning Academy | UniSIG | 1.0 | \$2,831.27 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher (annual salary of \$37,010.00 x .0765 = \$2831.27)-->Soc. Sec."</i> | | | |
| | 5200 | 210-Retirement | 1281 - Global Learning Academy | UniSIG | 1.0 | \$2,931.19 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher (annual salary of \$37,010.00 x .0792)-->Retirement"</i> | | | |
| | 5200 | 232-Life Insurance | 1281 - Global Learning Academy | UniSIG | 1.0 | \$94.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher-->Life Ins."</i> | | | |
| | 6400 | 750-Other Personal Services | 1281 - Global Learning Academy | UniSIG | 1.0 | \$400.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Substitute to allow for Inclusion Teacher to attend up to 5 days of professional development (\$80 per day x 5 days)-->Salary"</i> | | | |
| | 5200 | 231-Health and Hospitalization | 1281 - Global Learning Academy | UniSIG | 1.0 | \$6,825.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher-->Health Ins."</i> | | | |
| | 5200 | 240-Workers Compensation | 1281 - Global Learning Academy | UniSIG | 1.0 | \$518.14 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher (annual salary of \$37,010.00 x .014)-->Workers' Comp."</i> | | | |
| | 5200 | 230-Group Insurance | 1281 - Global Learning Academy | UniSIG | 1.0 | \$170.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hiring a supplementary Inclusion Teacher-->Dental Ins."</i> | | | |
| | 6400 | 220-Social Security | 1281 - Global Learning Academy | UniSIG | 1.0 | \$30.60 |
| | | | <i>Notes: ""ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Substitute to allow for Inclusion Teacher to attend up to 5 days of professional development (\$80 per day x 5 days x .0765)-->Soc. Sec."</i> | | | |
| | 6400 | 240-Workers Compensation | 1281 - Global Learning Academy | UniSIG | 1.0 | \$5.60 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S1.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Substitute to allow for Inclusion Teacher to attend up to 5 days of professional development (\$80 per day x 5 days x .014)-->Workers' Comp."</i> | | | |
| 7 | G2.B4.S2.A1 | GLA will implement the SRA program in addition to other research based materials to increase reading proficiency. | | | | \$28,405.00 |

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| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|-----------|--------------------|--|---|----------------|-----|--------------------|
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$28,405.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S2.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Purchase SRA Reading materials for grades K-5th to include decoding materials, phonemic cards Language for Learning and Reading Mastery Signatures."</i> | | | |
| 8 | G2.B4.S2.A2 | | | | | \$0.00 |
| 9 | G2.B4.S3.A1 | GLA will employ 4 supplemental substitute teachers who will work with individual students and small groups. | | | | \$64,125.02 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 750-Other Personal Services | 1281 - Global Learning Academy | UniSIG | 1.0 | \$56,720.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S3.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Salary for 21 days @ \$80/day for 4 supplementary substitute teachers = \$6720.00 Salary for 100 days @ \$125/day for 4 supplementary substitute teachers as they transition to long-term status = \$50,000.00"</i> | | | |
| | 5100 | 220-Social Security | 1281 - Global Learning Academy | UniSIG | 1.0 | \$4,339.08 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S3.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Social Security for 21 days @ \$80/day x 0.0765 for 4 supplementary substitute teachers = \$514.08 Social Security for 100 days @ \$125/day x 0.0765 for 4 supplementary substitute teachers as they transition to long-term status = \$3825.00"</i> | | | |
| | 5100 | 240-Workers Compensation | 1281 - Global Learning Academy | UniSIG | 1.0 | \$794.08 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S3.A1. Correlated to DIAP GOAL G1.B6.S1.A1. Worker's Comp for 21 days @ \$80/day x 0.014 for 4 supplementary substitute teachers = \$94.08 Worker's Comp for 100 days @ \$125/day x 0.014 for 4 supplementary substitute teachers as they transition to long-term status = \$700.00"</i> | | | |
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$2,271.86 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B4.S3.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Supplies to support instruction with individuals and small groups"</i> | | | |
| 10 | G2.B5.S1.A1 | Global Learning Academy will provide professional development in the Capturing Kids Hearts program for 100% of the instructional staff and will include administration and other key personnel. | | | | \$38,790.95 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 310-Professional and Technical Services | 1281 - Global Learning Academy | UniSIG | 1.0 | \$23,000.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Vendor costs for Capturing Kids Hearts Training for 50 staff members (\$23,000.00)"</i> | | | |
| | 6400 | 120-Classroom Teachers | 1281 - Global Learning Academy | UniSIG | 1.0 | \$13,500.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Stipends for teachers to attend the 2 day CKH training (\$15.00 per hour x 9 hours x 2 days x 50 teachers)-->Salary "</i> | | | |

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| | 6400 | 220-Social Security | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,032.75 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Stipends for teachers to attend the 2 day CKH training (\$15.00 per hour x 9 hours x 2 days x 50 teachers x .0765)-->Soc. Sec. " | | | |
| | 6400 | 210-Retirement | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,069.20 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Stipends for teachers to attend the 2 day CKH training (\$15.00 per hour x 9 hours x 2 days x 50 teachers x .0792)-->Retirement " | | | |
| | 6400 | 240-Workers Compensation | 1281 - Global Learning Academy | UniSIG | 1.0 | \$189.00 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Stipends for teachers to attend the 2 day CKH training (\$15.00 per hour x 9 hours x 2 days x 50 teachers x .014)-->Workers' Comp. " | | | |
| 11 | G2.B5.S1.A2 | Global Learning Academy will provide professional development in the Kagan Model for 100% of the instructional staff and will include administration and other key personnel. | | | | \$17,640.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 310-Professional and Technical Services | 1281 - Global Learning Academy | UniSIG | 1.0 | \$11,640.00 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A2. Correlated to DIAP GOAL G1.B3.S2.A1. Vendor costs for Kagan training (\$11,640)" | | | |
| | 6400 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$6,000.00 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S1.A2. Correlated to DIAP GOAL G1.B3.S2.A1. Vouchers to spend per teacher on resources/supplies to support cooperative learning, thereby increasing student engagement, which can directly increase learning gains" | | | |
| 12 | G2.B5.S2.A1 | GLA teachers will participate in a Book Study using "Lost at School". | | | | \$15,531.08 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$617.40 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S2.A1. Correlated to DIAP GOAL G2.B1.S1.A4. ""Lost at School"" PD Book for Teachers, (\$12.35/book x 50 books = \$617.40)" | | | |
| | 6400 | 120-Classroom Teachers | 1281 - Global Learning Academy | UniSIG | 1.0 | \$12,750.00 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S2.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for teachers to attend 17 hours of Book Study throughout the school year (50 teachers x 17 hours x \$15/hour = \$12750.00)-->Salary" | | | |
| | 6400 | 220-Social Security | 1281 - Global Learning Academy | UniSIG | 1.0 | \$975.38 |
| | | | Notes: "ES Global Learning Academy SIP GOAL G2.B5.S2.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for teachers to attend 17 hours of Book Study throughout the school year (50 teachers x 17 hours x \$15/hour x .0765 =)-->Social Sec." | | | |
| | 6400 | 240-Workers Compensation | 1281 - Global Learning Academy | UniSIG | 1.0 | \$178.50 |

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|-----------|--------------------|---|---|----------------|-----|--------------------|
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B5.S2.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for teachers to attend 17 hours of Book Study throughout the school year (50 teachers x 17 hours x \$15/hour x .014 = 178.50)-->Workers' Comp."</i> | | | |
| | 6400 | 210-Retirement | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,009.80 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B5.S2.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for teachers to attend 17 hours of Book Study throughout the school year (50 teachers x 17 hours x \$15/hour x .014 = \$1009.80).-->Retirement"</i> | | | |
| 13 | G2.B5.S3.A1 | | | | | \$0.00 |
| 14 | G2.B6.S1.A1 | Purchase professional materials | | | | \$2,114.73 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$2,114.73 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B6.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. Igniting a Passion for Reading Six Traits + 1 (Professional resources)"</i> | | | |
| 15 | G2.B6.S1.A2 | Over the course of the school year teachers will participate in PLC's through two book studies | | | | \$29,476.44 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 120-Classroom Teachers | 1281 - Global Learning Academy | UniSIG | 1.0 | \$25,200.00 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B6.S1.A2. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for 60 teachers to attend 28 hours of Book Study throughout the school year. (\$15.00/hour x 60 teachers, x 28 hours = \$25200.00)-->Salary"</i> | | | |
| | 6400 | 220-Social Security | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,927.80 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B6.S1.A2. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for 60 teachers to attend 28 hours of Book Study throughout the school year. (\$15.00/hour x 60 teachers, x 28 hours x .0765)-->Social Sec."</i> | | | |
| | 6400 | 240-Workers Compensation | 1281 - Global Learning Academy | UniSIG | 1.0 | \$352.80 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B6.S1.A2. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for 60 teachers to attend 28 hours of Book Study throughout the school year. (\$15.00/hour x 60 teachers, x 28 hours x .014)-->Workers' Comp."</i> | | | |
| | 6400 | 210-Retirement | 1281 - Global Learning Academy | UniSIG | 1.0 | \$1,995.84 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G2.B6.S1.A2. Correlated to DIAP GOAL G2.B1.S1.A4. Stipend for 60 teachers to attend 28 hours of Book Study throughout the school year. (\$15.00/hour x 60 teachers, x 28 hours x .0792)-->Retirement"</i> | | | |
| 16 | G3.B1.S1.A1 | Professional development is being researched and calendared. Remedial teachers and administration will meet with grade levels. | | | | \$0.00 |
| 17 | G3.B1.S1.A2 | Purchase supplementary math resources | | | | \$5,263.20 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

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|----|-------------|---|--|----------------|---------------|---------------------|
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$5,263.20 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G3.B1.S1.A2. Correlated to DIAP GOAL G2.B2.S1.A1. NASCO: Magnetic Foam 2-Color Counters (\$11.90 x 40 class sets = \$476.00), Base 10 Classroom Sets (\$79.95 x 10 = \$799.50), Decimals Squares Starter Kit (\$53.95 x 4 sets = \$215.80), Set of 57 Decimal Squares (\$9.35 x 10 sets = \$93.50), Decimal Blocks Thousandths Chips (\$13.95 x 4 sets = \$55.80), Base 10 Decimal Blocks (\$29.95 x 8 sets = \$239.60) Hundreds Board tabletop pocket chart (\$23.95 x 12 = \$287.40), Fraction Circles Set (\$48.95 x 12 = \$587.40), Fraction Squares Set (\$48.95 x 12 = \$587.40), Fraction Pattern Blocks Set (\$24.50 x 12 = \$294.00), Fraction Ruler Set (\$3.50 x 30 = \$105.00), 1" ruled chart tablets (\$4.95 x 40 = \$198.00), student dry erase boards (\$105.95/48 x 6 = \$635.70), ECSD Warehouse: pencils for student use (\$1.89/ dozen x 40 dozen = \$75.60), notebook paper for student use (\$1.07/pack x 200 = \$214.00), student dry erase markers (\$1.19 x 100 packs = \$119.00), EAI Education: Magnetic Ten Frame Dry-Erase Boards Set of 10 (\$37.95 x 10 = \$379.50)"</i> | | | |
| 18 | G3.B2.S1.A1 | Purchase class sets of Judy Clocks for teachers to teach students to manipulate the clocks as they work through exercises in telling time and in elapsed time as they transition to using graphic representations of clocks. | | | | \$485.87 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$485.87 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G3.B2.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. Purchase 8 sets. Each set includes: one large Judy Clock for teacher demonstration, 24 Mini-Clocks, and one Teaching Guide."</i> | | | |
| 19 | G3.B3.S1.A1 | Purchase Singapore Math "70 Must-Know Word Problems" for all 1st through 5th-grade students. | | | | \$6,478.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1281 - Global Learning Academy | UniSIG | 1.0 | \$6,478.50 |
| | | | <i>Notes: "ES Global Learning Academy SIP GOAL G3.B3.S1.A1. Correlated to DIAP GOAL G2.B2.S1.A1. This workbook features word problem practice and activities based on the Singapore Math method. Each unit has learning objectives, which clearly define the skills to be learned in that section, and an answer key with step-by-step worked out solutions that help students see how to work the problems."</i> | | | |
| 20 | G3.B3.S1.A2 | Workbooks will be distributed to teachers with instructions for the problems to be used daily. | | | | \$0.00 |
| 21 | G3.B3.S1.A3 | Teachers will use the "70 Must-Know Word Problems" as problems of the day, providing individual as well as partner and team practice. | | | | \$0.00 |
| | | | | | Total: | \$272,067.83 |