

Escambia County School District

Global Learning Academy



2019-20 Schoolwide Improvement Plan

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Global Learning Academy

100 N P ST, Pensacola, FL 32505

www.ecsd-fl.schoolloop.com

Demographics

Principal: Lalla Pierce T

Start Date for this Principal: 8/20/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: D (37%) 2016-17: D (33%) 2015-16: D (37%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	D

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Labounty, Judy	Principal	
Parker, Debby	Teacher, K-12	
Sheater, Susan	Teacher, K-12	
Isert, Dian	Teacher, K-12	
Hale, Lisa	Assistant Principal	
	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	73	97	91	102	84	85	0	0	0	0	0	0	0	532
Attendance below 90 percent	19	41	27	31	25	23	0	0	0	0	0	0	0	166
One or more suspensions	1	1	3	3	6	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	11	10	27	21	3	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	7	46	32	0	0	0	0	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	7	5	16	25	15	0	0	0	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	10	13	2	7	2	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	9	8	0	0	0	0	0	0	0	19

FTE units allocated to school (total number of teacher units)

34

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

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	4	5	3	10	3	8	0	0	0	0	0	0	0	33
One or more suspensions	0	5	12	20	18	20	0	0	0	0	0	0	0	75
Course failure in ELA or Math	0	10	19	42	17	11	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	30	25	51	0	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	4	29	22	23	0	0	0	0	0	0	0	79

Prior Year - Updated

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	4	5	3	10	3	8	0	0	0	0	0	0	0	33
One or more suspensions	0	5	12	20	18	20	0	0	0	0	0	0	0	75
Course failure in ELA or Math	0	10	19	42	17	11	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	30	25	51	0	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	4	29	22	23	0	0	0	0	0	0	0	79

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	53%	57%	28%	50%	55%
ELA Learning Gains	48%	55%	58%	41%	51%	57%
ELA Lowest 25th Percentile	53%	52%	53%	33%	43%	52%
Math Achievement	27%	57%	63%	28%	53%	61%
Math Learning Gains	44%	60%	62%	37%	53%	61%
Math Lowest 25th Percentile	48%	52%	51%	41%	45%	51%
Science Achievement	41%	54%	53%	26%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	73 (0)	97 (0)	91 (0)	102 (0)	84 (0)	85 (0)	532 (0)
Attendance below 90 percent	19 (4)	41 (5)	27 (3)	31 (10)	25 (3)	23 (8)	166 (33)
One or more suspensions	1 (0)	1 (5)	3 (12)	3 (20)	6 (18)	7 (20)	21 (75)
Course failure in ELA or Math	0 (0)	11 (10)	10 (19)	27 (42)	21 (17)	3 (11)	72 (99)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (30)	46 (25)	32 (51)	85 (106)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	28%	56%	-28%	58%	-30%
	2018	19%	52%	-33%	57%	-38%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	33%	52%	-19%	58%	-25%
	2018	28%	51%	-23%	56%	-28%
Same Grade Comparison		5%				
Cohort Comparison		14%				
05	2019	28%	51%	-23%	56%	-28%
	2018	23%	44%	-21%	55%	-32%
Same Grade Comparison		5%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	17%	55%	-38%	62%	-45%
	2018	34%	54%	-20%	62%	-28%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	36%	58%	-22%	64%	-28%
	2018	33%	58%	-25%	62%	-29%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2019	28%	55%	-27%	60%	-32%
	2018	16%	52%	-36%	61%	-45%
Same Grade Comparison		12%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	55%	-11%	53%	-9%
	2018	44%	55%	-11%	55%	-11%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	37	30	21	44	56	19				
BLK	27	47	53	21	42	54	33				
HSP	38			57	50						
MUL	48	54		33	46						
WHT	58	50		63	56						
FRL	32	49	52	26	44	49	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	39	52	16	36	40	26				
BLK	22	37	46	25	37	36	36				
HSP	22	53		32	50						
MUL	33	33		40	50						
WHT	50	46		40	38						
FRL	25	40	48	28	40	38	42				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	29	19	12	33	29	10				
BLK	24	40	37	23	33	36	21				
HSP	27	27		27	47						
MUL	41	45		45	64						
WHT	44	54		53	45		50				
FRL	26	40	32	25	36	42	24				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing data component was Math at 27% in 2018-19. Math Achievement is historically low at GLA, with 28% proficient for 2017-2018 and similar proficiency rates for previous school years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math achievement showed a decline of 1 percentage point from 28% in 2017-18 to 27% in 2018-19.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap, as compared to the state average, focuses on Math Achievement. Math achievement on the state level is 63%, but GLA has an achievement level of 27% with a resulting gap of 36 percentage points.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning Gains showed the most improvement with a gain of 9 percentage points. This is largely due to tracking student data and focusing instruction on the specific standards needing reteaching for mastery.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the number of students with attendance below 90 percent. Students that are repeatedly truant will not receive full instruction, missing key ELA and Math instruction. An additional area of concern is the number of students failing ELA or Math courses. Students who fail the ELA and Math classroom components have not reached standard mastery and will struggle to achieve a Level 3 or higher when assessed by FSA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement (Including SWD)
2. Math Achievement (Including SWD)
3. Attendance
4. Behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA - Exceptional Students
Rationale	The ESE student population is at 13% proficiency for SWD. This is a gain from 2018-19 when SWD had a proficiency of 10%. It is essential that GLA work to increase the proficiency of SWD and ensure that the reading gap is being closed more each year and students are making significant learning gains.
State the measurable outcome the school plans to achieve	GLA will increase the overall proficiency rate on the 2019 FSA ELA by 10%.
Person responsible for monitoring outcome	Judy Labounty (jlabounty@ecsdfi.us)
Evidence-based Strategy	Meet regularly with teachers to train and model small group instruction, ensuring that it meets the following guidelines: Additional time for student mastery of standards, smaller group size to ensure student engagement, targeted at the correct level to fill student areas of need, more detailed and sequenced instruction, guided and precise practice, and corrective feedback to students based on observations during group times.
Rationale for Evidence-based Strategy	Small group instruction that is tailored to student assessment results and needs will accelerate student mastery of standards, ensuring growth in reading. Corrective feedback serves to pinpoint areas of student need and focuses student attention to areas where additional time and guided practice are needed for standard mastery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide time after school for additional teacher lesson planning and modeling lessons. Professional development will be provided to enhance the Lesson Study. 2. After school tutoring for targeted 3rd-5th students, including students with disabilities. 3. A multi-tiered system of supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. 4. Professional development for teachers to increase knowledge of CIS strategies, small group instruction, and Daily 5 components, both during the school day and after school time. 5. SRA Corrective Reading and/or Decoding for ESE students who are two or more grade levels below in ELA to increase fluency and comprehension.
Person Responsible	Debby Parker (dparker2@ecsdfi.us)

#2	
Title	ELA
Rationale	GLA is well below the state average with regards to ELA proficiency. The proficiency level fluctuates each year by a small margin and gains made one year may be lost in the next. In 2017, GLA was at 28% proficient and in 2018 the proficiency level was 25%. In 2019 the ELA proficiency was 32%, which was a significant gain. However, the consistent loss and gain of proficiency is keeping GLA from accelerating growth of students and widening the gap between school and state averages. We must work on consistency with rigorous reading expectations and increase the opportunities students have to interact with non-fictional text and text-based responses in the classroom. Teachers must have appropriate training and professional development to utilize ELA materials to fidelity.
State the measurable outcome the school plans to achieve	GLA will increase the overall proficiency rate on the 2019 FSA ELA by 10%.
Person responsible for monitoring outcome	Judy Labounty (jlabounty@ecsdfi.us)
Evidence-based Strategy	Review assessment data (i.e. STAR360, DAR2+, SRA in-program assessments, Wonders Unit Assessments, Third Grade Portfolio, iReady, etc.) every two weeks and hold data meetings to identify students in need of intervention, determine who will provide the intervention(s), and with the use of the District K-5 Intervention Decision tree, determine appropriate intervention and duration.
Rationale for Evidence-based Strategy	Bi-weekly data dissemination allows teachers to see where students are struggling with mastery of standards. This allows teachers to plan differentiated instruction for all students in the classroom, including Students with Disabilities. Standards can then be retaught and mastery assessed to ensure student growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize Junior Great Books, which ensures teacher access to engaging, rigorous text and provides a teacher plan for all grade levels. Professional development for utilizing the resource will be provided to teachers. 2. Increase classroom libraries for K-5 to include more engaging and rigorous text, as well as non-fictional text. 3. Professional development for teachers to increase knowledge of CIS strategies, small group instruction, and Daily 5 components, both during the school day and after school time. 4. After school tutoring for targeted 3rd-5th students. 5. Long term substitutes to work in small groups providing targeted ELA instruction for grades 1, 3, 4, and 5. This has been budgeted through Title 1. 6. Provide time after school for additional teacher lesson planning and modeling lessons. Professional development will be provided to enhance the Lesson Study. 7. Provide additional pay for IReady data chats on a bi-weekly basis.
Person Responsible	Lisa Hale (lhale@ecsdfi.us)

#3	
Title	Math
Rationale	GLA is well below the state Math proficiency. The proficiency level fluctuates each year by a small margin and gains made one year may be lost in the next. In both 2017 and 2018, GLA was at 28% proficient, while in 2019 GLA was at 27% proficient. The gains and losses each year in Math proficiency continue to push GLA further behind the State average of 57%. Teachers must have appropriate training, professional development, and follow-through to ensure instruction and rigor align with state standards.

State the measurable outcome the school plans to achieve	GLA will increase the overall proficiency rate on the 2019-20 FSA Math by 10%.
Person responsible for monitoring outcome	Lisa Hale (lhale@ecsdfi.us)
Evidence-based Strategy	Student assessment data (SchoolNet) will be analyzed bi-weekly to ensure that reteaching occurs immediately, ensuring consistent student growth toward the mastery of standards. Utilize K-12 Everglades resources for intervention and reteaching during small group instruction. Professional development provided by the math department to understand how to utilize resources and to set up a calendar of accountability utilizing the probes in SchoolNet for assessments.
Rationale for Evidence-based Strategy	Reteaching standards allows for student mastery of the standards missed, before moving them into new material. By looking at the data in a consistent fashion, teachers can immediately target the areas of student need and reteach to ensure mastery.

Action Step

Description	<ol style="list-style-type: none"> 1. Increase the proficiency in each grade level by first identifying "Target Students" who scored within 8 points of proficiency on the FSA Math assessment. By targeting and adding these students, as well as those who were already proficient in subsequent years, our percentage of proficiency will grow. 2. Teachers will plan monthly with principal, assistant principal and/or remedial teacher to ensure use of classroom structures are present. Teachers will share best practices with one another during the planning sessions to broaden the skills of each group. 3. Principal, Assistant Principal and Remedial Teacher will support with planning, informal observations, and feedback to increase the rigor of planning and implementation. 4. The 8 Mathematical Practices implementation throughout the standards will be provided as a PLC to teachers, ensuring rigorous instruction in the classroom. 5. Concrete to Representational to Abstract practice will be utilized in the classroom, along with manipulatives to ensure student understanding. 6. Resources to implement Kagan strategies in math, increasing student engagement. 7. Provide time after school for additional teacher lesson planning and modeling lessons. Professional development will be provided to enhance the Lesson Study. 8. Provide additional pay for IReady data chats on a bi-weekly basis.
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Person Responsible Lisa Hale (lhale@ecsdfi.us)

#4	
Title	Science
Rationale	With an increase to 42% proficient in 2017-2018 and a slight decrease to 41% in 2018-19, GLA is still well below the state science proficiency average of 54%. In 2016, GLA was at 42% proficient, in 2017, 26% proficient, in 2018 the proficiency level was 42%, and in 2019 the proficiency level was 41%. There has been a historically fluctuating gap between school and state averages. We must increase students' opportunities to experience, manipulate, read about, interpret, and reflect upon science activities, concepts, and vocabulary. Teachers must have appropriate training and professional development to utilize the newly-adopted science materials to fidelity.
State the measurable outcome the school plans to achieve	GLA will close the proficiency gap between our school and the state average by a minimum of 10 percentage points.
Person responsible for monitoring outcome	Lisa Hale (lhale@ecsdfi.us)
Evidence-based Strategy	3rd-5th grade students will be assessed via SchoolNet and the subsequent data will be shared and disseminated with teachers to ensure reteaching of content takes place immediately following the lesson sequence.
Rationale for Evidence-based Strategy	Reteaching, based on student SchoolNet data, ensures that the necessary standards are taught and reassessed for standard mastery in a timely fashion.
Action Step	
Description	<ol style="list-style-type: none"> 1. 5th grade students will take the 9 weeks science assessment given on SchoolNet. This data will be used for remediation and planning for science instruction. Process checks are also put in place at the school level to ensure that pacing stays in line with the district pacing guides. 2. Core, standards based field trips will provide students and teachers with an interactive and engaging methodology to increase student gains. Trips may include: National Flight Academy and Roy Hyatt Environmental Center. 3. Periodicals will be purchased to increase active reading time in the Science curriculum. 4. Teachers will utilize Scientific Thinking Activities in the classroom. 5. Science Reader Sets will be provided to teachers to ensure cross curricular instruction will take place between the Science block and ELA block. Professional Development will be provided and teachers will be paid for additional planning time outside of the school day. 6. The Science Lab, which is provided within the school, will be opened to classes ensuring that teachers are implementing hands-on activities during the Science block. 7. Resources will be utilized to implement Kagan strategies in science
Person Responsible	[no one identified]

#5	
Title	Behavior
Rationale	Provide common vision for the use of data-based decision making ensuring that the school based team is implementing RtI, conducting assessment of RtI skills of the school staff, and communicating with parents regarding school- based RtI plans and activities.
State the measurable outcome the school plans to achieve	Decrease student referrals by at least 5 percentage points during the 2018-19 school year and ensure that the RtI process is utilized as a part of the behavior plan.
Person responsible for monitoring outcome	Judy Labounty (jlabounty@ecsdfi.us)
Evidence-based Strategy	The PBIS coach will pull FOCUS and RtI B data bi-weekly to track student referrals and Minor incidents in the classroom. With the data, the PBIS Coach will focus on monitoring Student Behavior Plans and ensuring that students with RtI B plans are provided with strategies to ensure behavioral success in the classroom and school.
Rationale for Evidence-based Strategy	Actively monitoring the behavior data provided by FOCUS and the RtI B system ensures that we are tracking patterns with regards to student behavior and providing the students with the strategies needed to modify behavior.
Action Step	
Description	<p>1. The MTSS team will meet on a weekly basis to review student progress through the MTSS process. Team members review screening data and link data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources that are needed to meet the needs of students in MTSS. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about current and future implementation.</p> <p>2. Global Learning Academy receives support through Federal, State, and local programs. Title One funds are used to provide additional personnel at the school level to support the classrooms. Funds are also used to purchase resources and materials to supplement classroom instruction. Services are also provided to ensure students requiring additional remediation are assisted through school programs and Summer Reading Camp.</p> <p>3. Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Global Elementary School does not</p>

receive resources through Title I Part D.

4. Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies, assisting with whole school screening programs that provide early intervening services for children considered "at risk"; assisting with monitoring "at risk" students, data collection, and data analysis; and providing support for assessment and implementation monitoring.

5. Professional development is offered at both the school and district level to assist with the implementation of LEAPS, Trauma Informed Care, Capturing Kid's Hearts, and PBIS.

**Person
Responsible**

Debby Parker (dparker2@ecsdfi.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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, guidance counselor, school psychologist and remedial teachers, designed to identify academic, emotional, and physical barriers to learning, LEAPS: a social/emotional 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.

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.

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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.

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. The leadership team discusses teacher support needs, the effectiveness of core instruction, and individual student needs.

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

Title I, Part C - Migrant Services are provided by the district level Title I office. After checking the Migrant Student Information Exchange (MSIX) system, we have determined that there is 1 migrant student at Global Learning Academy. All migrant students will be provided support services by the district Title I office. Our student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided.

Title I, Part D: Our school does not serve Title I, Part D (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, is assigned to our school.

Title X - Homeless: GLA works with the district's Homeless Coordinator, as well as 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.

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.

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

Global Learning Academy hosts a STEM-Related Careers Fair
 Justice Teaching
 Junior Career Guest Speakers
 Partnerships in Education: Beggs and Lane RLLP, Attorneys and Counsellors at Law; Suburban West Rotary

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA - Exceptional Students				\$221,360.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6400	310-Professional and Technical Services	1281 - Global Learning Academy	Title, I Part A	1.0	\$4,000.00	
<i>Notes: SRA Training (\$1,000 / 4 Days- Sharon Buttner- PD</i>						
5100	120-Classroom Teachers	1281 - Global Learning Academy	Title, I Part A	1.0	\$7,488.00	
<i>Notes: Tutoring Sessions (12 Teachers/\$16 per hr/1.5 hours per week/26 weeks)</i>						
5100	210-Retirement	1281 - Global Learning Academy	Title, I Part A	1.0	\$619.00	
<i>Notes: Tutoring Sessions (12 Teachers/\$16 per hr/1.5 hours per week/26 weeks)</i>						
5100	220-Social Security	1281 - Global Learning Academy	Title, I Part A	1.0	\$573.00	
<i>Notes: Tutoring Sessions (12 Teachers/\$16 per hr/1.5 hours per week/26 weeks)</i>						
5100	240-Workers Compensation	1281 - Global Learning Academy	Title, I Part A	1.0	\$90.00	
<i>Notes: Tutoring Sessions (12 Teachers/\$16 per hr/1.5 hours per week/26 weeks)</i>						
5100	750-Other Personal Services	1281 - Global Learning Academy	Title, I Part A	1.0	\$63,840.00	
<i>Notes: 4 long-term subs to work in small group with students who struggle academically in 1st, 3rd, 4th, and 5th grades (\$120 per day/133 days/4 subs)</i>						
5100	240-Workers Compensation	1281 - Global Learning Academy	Title, I Part A	1.0	\$766.00	
<i>Notes: (1.2%) of sub pay for long-term small group sub</i>						
5100	220-Social Security	1281 - Global Learning Academy	Title, I Part A	1.0	\$4,884.00	
<i>Notes: (7.65%) of sub pay for long-term small group sub</i>						

	5100	120-Classroom Teachers	1281 - Global Learning Academy	Title, I Part A	1.0	\$139,100.00
			<i>Notes: Remedial Teachers- Will provide intervention to small groups of students struggling with academic areas.</i>			
2	III.A.	Areas of Focus: ELA				\$66,713.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	1281 - Global Learning Academy	Title, I Part A	1.0	\$3,912.00
			<i>Notes: Accelerated Reader</i>			
	5100	369-Technology-Related Rentals	1281 - Global Learning Academy	Title, I Part A	1.0	\$8,402.00
			<i>Notes: STAR360 License</i>			
	5100	369-Technology-Related Rentals	1281 - Global Learning Academy	Title, I Part A	1.0	\$18,180.00
			<i>Notes: iReady License</i>			
	5100	369-Technology-Related Rentals	1281 - Global Learning Academy	Title, I Part A	1.0	\$3,000.00
			<i>Notes: iReady PD</i>			
	5100	510-Supplies	1281 - Global Learning Academy	Title, I Part A	1.0	\$23,244.00
			<i>Notes: Being a Writer</i>			
	5100	510-Supplies	1281 - Global Learning Academy	Title, I Part A		\$9,975.00
			<i>Notes: Spotlight on Reading Kits- 30 per kit (\$399 / 25 Kits)</i>			
3	III.A.	Areas of Focus: Math				\$42,869.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	1281 - Global Learning Academy	Title, I Part A	1.0	\$26,000.00
			<i>Notes: Solution Tree PD (Math hands-on conceptual knowledge training for teachers) 4 days/\$6,500.00 per day</i>			
	6150	510-Supplies	1281 - Global Learning Academy	Title, I Part A	1.0	\$500.00
			<i>Notes: Take-Home Math Manipulatives</i>			
	5100	120-Classroom Teachers	1281 - Global Learning Academy	Title, I Part A	1.0	\$8,000.00
			<i>Notes: Extra teacher pay for planning with subject area specialists (\$16/500 hours)</i>			
	5100	210-Retirement	1281 - Global Learning Academy	Title, I Part A	1.0	\$661.00
			<i>Notes: Extra teacher pay for planning with subject area specialists (\$16/500 hours) 8.26%</i>			
	5100	220-Social Security	1281 - Global Learning Academy	Title, I Part A	1.0	\$612.00
			<i>Notes: Extra teacher pay for planning with subject area specialists (\$16/500 hours) 7.65%</i>			

	5100	240-Workers Compensation	1281 - Global Learning Academy	Title, I Part A	1.0	\$96.00
			<i>Notes: Extra teacher pay for planning with subject area specialists (\$16/500 hours) 1.2%</i>			
	5100	520-Textbooks	1281 - Global Learning Academy	Title, I Part A		\$7,000.00
			<i>Notes: FSA Resources: Ready, Everglades, and Coach</i>			
4	III.A.	Areas of Focus: Science				\$2,490.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	310-Professional and Technical Services	1281 - Global Learning Academy	Title, I Part A	1.0	\$500.00
			<i>Notes: MESS Hall science presentation</i>			
	6150	510-Supplies	1281 - Global Learning Academy	Title, I Part A	1.0	\$1,990.00
			<i>Notes: Family Engineering Night - STEM Kit Activities</i>			
5	III.A.	Areas of Focus: Behavior				\$193,313.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	1281 - Global Learning Academy	Title, I Part A	1.0	\$6,050.00
			<i>Notes: A Framework for Understanding Poverty PD (5,000/ One Day PD and 21 books/50 teachers)</i>			
	5100	510-Supplies	1281 - Global Learning Academy	Title, I Part A	1.0	\$1,080.00
			<i>Notes: Student/Parent Communication Folders</i>			
	5100	750-Other Personal Services	1281 - Global Learning Academy	Title, I Part A	1.0	\$2,400.00
			<i>Notes: 30 Days of Substitutes (\$80) for teachers to attend Rtl Meetings</i>			
	5100		1281 - Global Learning Academy	Title, I Part A	1.0	\$29.00
			<i>Notes: (1.2%) of sub pay for Rtl sub</i>			
	5100		1281 - Global Learning Academy	Title, I Part A	1.0	\$35.00
			<i>Notes: (1.45%) of sub pay for Rtl sub</i>			
	6150	130-Other Certified Instructional Personnel	1281 - Global Learning Academy	Title, I Part A	1.0	\$94,738.00
			<i>Notes: Community Liason: Will build relationships, communicate, and coordinate activities with all stakeholders</i>			
	6300	130-Other Certified Instructional Personnel	1281 - Global Learning Academy	Title, I Part A	1.0	\$61,206.00
			<i>Notes: Positive Behavior Support Coach: Provide insight into the function of student behavior and provide strategies that support students' behavioral issues</i>			
	6000	150-Aides	1281 - Global Learning Academy	Title, I Part A	1.0	\$27,775.00
			<i>Notes: Behavior Tech. to perform interventions for Gen. Ed. and ESE students who experience emotional or behavioral challenges</i>			

	Total: \$526,745.00
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