

Duval County Public Schools

Global Outreach Charter Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Global Outreach Charter Academy

8985 LONE STAR RD, Jacksonville, FL 32211

www.gocacademy.com

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Transforming the youth of today into the Global leaders of tomorrow

Provide the school's vision statement.

Global outreach will have 50% of it's students reach proficiency in English and Math

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Galeain, John	Principal	<p>Mr. Galeani is responsible for developing, implementing, and monitoring all aspects of the School Improvement Plan, both academic and non-academic (discipline/behavior, culture and environment, etc.). Mr. Galeani will collaborate with all stakeholder groups to ensure the SIP is developed, executed, monitored, and evaluated effectively. During regular meetings, Mr. Galeani will share progress toward achieving all SIP-stated goals with all stakeholder groups.</p> <p>Mr. Galeani's primary role is to ensure that the SIP is carried out in an efficient fashion that bears the greatest impact on increasing students' achievement in meeting the State's academic standards, particularly for those students with the greatest achievement gap.</p> <p>Mr. Galeani is responsible for achieving the Measurable Outcomes described in the Planning for Improvement Section of the SIP, for each stated Area of Focus. To that extent, he will supervise and support his APs in carrying out aspects of the SIP allocated to each AP. His key responsibility is to provide timely and professional support and expertise to all APs in helping them achieve their designated Areas of Focus goals and objectives. Mr. Galeani will be responsible for monitoring the progress of the SIP toward achieving the stated goals and will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3)).</p> <p>Additionally, Mr. Galeani's assigned area of focus within the School Improvement Plan is 3-8 Math stated goals and objectives. During regular meetings, he will share progress toward achieving the 3-8 Math stated goals with his School Leadership Team and all relevant stakeholder groups.</p>
Smiley, Alexis	Assistant Principal	<p>Mrs. Smiley is our Assistant Principal responsible for two School Improvement Plan Areas of Focus: 1. the development and execution of PBIS and 2. ELA 3-5 stated goals and objectives. Mrs. Smiley is responsible for all discipline and student behavior aspects of the SIP, including a positive culture and environment related to teacher satisfaction and retention. Mrs. Smiley will supervise the development and execution of a PBIS plan that promotes positive student relationships and improves student behavior and consistency among staff and faculty. She will also carry out all aspects of the SIP-stated goals and objectives in ELA 3-5.</p> <p>Mrs. Smiley will report directly to Mr. Galeani on the progress toward achieving all SIP-stated goals and objectives assigned to her. Mrs. Smiley will report to Mr. Galeani on the execution and evaluation of organizational and cultural practices related to SIP's stated goals and objectives, including student discipline and behavior. She will also report on the progress toward achieving the stated goals and objectives in ELA for grades 3 through 5. Mrs. Smiley will provide input on any deviations from the plan and recommend corrective actions as they relate to her assigned Areas of Focus within the SIP.</p>
Haslem, Lareal	Assistant Principal	<p>Mrs. Haslem is our Assistant Principal responsible for carrying out the SIP's stated goals and objectives for ELA Areas of Focus (specifically, in grades K-2) . She will</p>

Name	Position Title	Job Duties and Responsibilities
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report directly to Mr. Galeani on the progress toward achieving these goals. Mrs. Haslem will provide her input on any deviations from the plan and recommend corrective actions as they relate to her assigned Areas of Focus within the SIP.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Multiple meetings to guide knowledge of current progress and future goals. This includes PTO meetings, Title 1 meetings including student representatives, Academic team meetings, and support team meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Multiple opportunities for progress monitoring including state assessment, iReady Diagnostics, and Achieve diagnostics will take place along with the correlated data analysis. The leadership team will meet after each round of diagnostics to discuss our progress.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)*

	White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	58	53	41	40	48	36	24	14	19	333	
One or more suspensions	4	2	2	3	12	7	23	32	28	113	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	32	23	64	50	53	67	289	
Level 1 on statewide Math assessment	0	0	0	15	15	56	41	54	46	227	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	23	64	50	53	67	289	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	20	0	0	0	0	0	0	20	
Students retained two or more times	0	0	0	0	0	0	0	0	0		

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	45	53	32	47	55	29		
ELA Learning Gains				46			41		
ELA Lowest 25th Percentile				41			37		
Math Achievement*	33	46	55	32	40	42	29		
Math Learning Gains				50			27		
Math Lowest 25th Percentile				51			28		
Science Achievement*	26	45	52	21	45	54	19		
Social Studies Achievement*	44	62	68	41	50	59	40		
Middle School Acceleration	49	73	70	23	45	51	45		
Graduation Rate		72	74		41	50			
College and Career Acceleration		54	53		65	70			
ELP Progress	40	47	55	46	68	70	51		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	3
ELL	25	Yes	2	1
AMI				
ASN	35	Yes	1	
BLK	38	Yes	2	
HSP	32	Yes	2	
MUL	23	Yes	2	1
PAC				
WHT	49			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	35	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	2
ELL	35	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	36	Yes	1	
MUL	32	Yes	1	
PAC				
WHT	48			
FRL	38	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			33			26	44	49			40
SWD	11			24			6	29			5	47
ELL	19			25			13	22	38		7	40
AMI												
ASN	20			50							2	
BLK	36			30			26	61			4	
HSP	27			31			24	36	40		7	39
MUL	31			15							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			45			39	57	73		7	47
FRL	29			31			23	44	40		7	40

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	46	41	32	50	51	21	41	23			46
SWD	13	41	34	16	35	22	7	9				40
ELL	19	43	43	26	48	52	10	26				46
AMI												
ASN												
BLK	29	55	47	28	45	50	15	37				
HSP	29	43	40	29	49	53	21	38	16			46
MUL	38	31		21	36							
PAC												
WHT	41	54	45	43	64	60	29	48				49
FRL	30	43	40	33	49	51	22	43	27			44

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	29	41	37	29	27	28	19	40	45			51
SWD	7	26	25	7	9	10	5					48
ELL	18	38	35	22	26	27	11	26	37			51
AMI												
ASN												
BLK	23	29	35	25	17	18	17	30	37			
HSP	28	42	33	27	27	25	19	41	45			50
MUL	40			43								
PAC												
WHT	39	47	50	40	32	38	20	33	54			54
FRL	28	36	34	30	26	26	19	37	43			47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	34%	47%	-13%	54%	-20%
07	2023 - Spring	25%	40%	-15%	47%	-22%
08	2023 - Spring	30%	41%	-11%	47%	-17%
04	2023 - Spring	22%	50%	-28%	58%	-36%
06	2023 - Spring	32%	38%	-6%	47%	-15%
03	2023 - Spring	28%	46%	-18%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	43%	-18%	54%	-29%
07	2023 - Spring	25%	40%	-15%	48%	-23%
03	2023 - Spring	49%	59%	-10%	59%	-10%
04	2023 - Spring	34%	58%	-24%	61%	-27%
08	2023 - Spring	33%	45%	-12%	55%	-22%
05	2023 - Spring	40%	52%	-12%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	21%	35%	-14%	44%	-23%
05	2023 - Spring	26%	48%	-22%	51%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	52%	4%	50%	6%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	63%	-22%	66%	-25%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

In review of data broken down and reviewed by subgroup the areas of focus are ESOL students with a focus on language acquisition and proficiency as they exit their 2 year introductory period and science proficiency. A high number of ESOL students were in distance learning in their first years of school limiting their access to the most effective instruction and there is a residual affect to this that is still being addressed.

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

There were no areas of significant decline the the past years academic data, there is opportunity for more growth than ocured.

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.

Not populated in Cims, but in review of data in Tide data our 3rd grade ELA score had a large disparity that needs to be addressed.

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

Acceleration grew over 30% this year with a focus on instruction, scheduling, and student selection for Algebra courses.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student absenteeism, reading deficiency leading to level one scores on assessments.

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

Increased focus on instruction for ESOL students
Increase in intentional interventions for students with reading deficiencies
Increase in reading support for student in the "approaching" area for reading
Increased focus on Civics instruction in prior grade levels
Increased focus on science instruction and remediation.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher turnover is a well-known, persistent problem in U.S. schools. Lack of adequate support, especially in the first three years of employment, lack of professional growth and development opportunities, and poor organizational culture are all factors attributed to low teacher satisfaction and high turnover rates in schools.

The abundance of empirical research demonstrates a direct relationship between a positive school culture and environment and increased teacher satisfaction and retention rates. Global Outreach Charter Academy draws on such evidence in developing a safe and supportive school environment where students thrive academically, socially, and emotionally, where teachers feel empowered and appreciated, and where they can grow and succeed as professionals.

Over prior years, Global Outreach also struggled with recruiting and retaining certified teachers. In 2021-2022, for example, our retention rate was at 64%. With enormous support from the School Leadership Team, we increased this number to 90% by December 2022.

To continue this trend of recruiting and retaining our top-quality instructional personnel, we plan to implement some strategic initiatives, described below in the Action Steps. We anticipate that these steps will help us achieve our goals and objectives related to Positive Culture and Environment, related explicitly to Teacher Retention and Recruitment, as described below in Measurable Outcomes.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Our teacher satisfaction rate is targeted at 90%. Teachers will be given surveys throughout the year to measure their job satisfaction to determine if they feel supported and empowered, and for feedback on areas of improvement.
2. We plan to maintain a 90% retention rate (not including those who must relocate due to family or military-required moves) as measured at the end of the year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To monitor the achievement of Measurable Outcome #1, achieving and maintaining a 90% job satisfaction rate, we will circulate teacher surveys throughout the year to measure their job satisfaction to determine if they feel supported and empowered, and for feedback on areas of improvement.

For Measurable Outcome #2, achieving and maintaining a 90% retention rate, we will track vacancies and numbers/percentages of qualified teachers in place during the school year. We will monitor teacher retention target rates throughout the year with our human resources department. Human Resources will monitor retention rates through resignations, firings, and offer letters.

Person responsible for monitoring outcome:

John Galeain (jgaleani@gocacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our major evidence-based intervention strategy is to develop and implement a robust MTSS/PBIS system within the school that will support all teachers. Most of the empirical research on high teacher turnover rates points to a lack of adequate and relevant teacher support. The proposed Action Steps aim to enhance our strategic efforts in supporting all teachers to help them grow as professionals and experts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The MTSS/PBIS initiative is intended to have two significant outcomes: 1. to support teachers with students they are having difficulty reaching, and 2. to help support all school staff with behavioral concerns.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Creation of MTSS/PBIS team and training to ensure practices are data-based.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: August 2023

We will contract with Ashley Kay Consulting who will provide professional assistance with creating a comprehensive new teacher training program to build capacity and familiarity with systems and curriculum. A lack of onboarding and training is mentioned in teacher satisfaction and engagement surveys, so this is a step to address this concern.

Ashley Kay Consulting will train our instructional coaches which includes group and individual, one-on-one sessions, meant to support coaches in a more intimate setting where they can discuss roadblocks and goals. The in-person time will be spent on in-person training, including walk-throughs. The ultimate goal is to ensure that our academic coaches are trained to support academic staff, understand how to use educational data, and build the capacity of our teaching staff.

With this Action Step, we anticipate three major outcomes:

1. Ashley Kay Consulting will provide support and training for teachers that will yield a significant increase in teacher satisfaction rates, as demonstrated by teacher surveys.
2. Ashley Kay Consulting will provide support and training for coaches and teachers that will yield an increase in student academic achievement as demonstrated by academic performance student data. Student achievement is one of the most critical contributors to teacher satisfaction and retention.
3. As a result, we expect that our teacher retention rate, targeted at 90% (as indicated in the Measurable Outcome Section), will be achieved and maintained, as measured at the end of the year.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: Throughout the school year 2023-2024

Global Outreach Charter Academy will contract with RMS Consulting, LLC throughout the school year to provide professional assistance with creating a PBIS plan and implementing a research-based PBIS system. RMS Consulting, LLC is an industry expert ensuring that MTSS/PBIS are implemented with

fidelity. We will use academic and behavioral data to evaluate the effectiveness of these programs. Our goal is to reduce office referrals and increase student academic achievement for our students. Student achievement and behavior are well-known critical contributors to teacher satisfaction and retention.

With this Action Step, we anticipate three major outcomes:

1. RMS Consulting will provide support and training for teachers, significantly increasing teacher satisfaction rates as demonstrated by teacher surveys.
2. RMS Consulting will provide support and training for teachers that will yield an increase in student academic achievement as demonstrated by academic/behavior performance student data. Student achievement is one of the most critical contributors to teacher satisfaction and retention.
3. As a result, we expect that our teacher retention rate as indicated, targeted at 90% (as indicated in the Measurable Outcome Section), will be achieved and maintained, as measured at the end of the year.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: Throughout the school year 2023-2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year, our key Area of Focus in Instructional Practice specifically relating to ELA is to increase our reading proficiency rate for our MLL/ESOL and non-MLL/ESOL learners. Currently, our reading proficiency levels are around 30 percent. As a Title I school with an extraordinarily high percentage of MLL/ESOL students, we must focus on supporting our MLL/ESOL and non-MLL/ESOL learners who require additional support to achieve their academic goals. It is our firm belief that students not making academic gains need more intensive support and intervention (MLL= Multi-Language Learners), which, in turn, translates into the need for enhanced teacher capacity.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our Instructional Practice specifically relating to ELA for this year is to improve from a 30% reading proficiency rate to 40% as a stepping stone to our long-term goal of 50% reading proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We have developed multiple strategies to achieve the reading proficiency goal outlined in the Measurable Outcomes Section, including targeted support by interventionists, additional coaching support, and an increased number of literacy teachers. These will also tie to a need for increased coaching efficacy, improving the quality of materials, offering expanded learning opportunities outside of school hours, additional enrichment activities, and other initiatives not funded by Unisig.

These focus areas will be monitored carefully on a continuous basis through relevant student academic performance indicators.

Person responsible for monitoring outcome:

John Galeain (jgaleani@gocacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All strategies developed in the Reading Proficiency Area of Focus are based on empirical evidence, both within our organization and externally. These strategies focus on enhancing our capacity to support teachers by providing additional coaching support and by adding interventionists who use vetted and data-based intervention materials. Additional strategies also include improving the quality of instructional materials, expanding learning time for students struggling to make academic progress, offering additional enrichment activities during after-school hours as well as summertime.

All these strategies are broken down in the specific strategic Action Steps below. All such steps are required to enhance our organizational capacity to serve our student population with their specific needs more effectively.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empirical evidence demonstrates that targeted interventionists, increased coaching efficacy, improvement of the quality of materials used during the intervention, and more time spent on preceding skills and phonics/phonemic awareness are all effective steps in achieving student academic goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Realign MLL/ESOL instruction, increase time for instruction, utilize intentional cohorting and appropriate levels of staff to support all MLL/ESOL students.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: Start, August of 2023, conclude for this school year in May of 2024

To support the needs of our high percentage of MLL/ESOL students, we will recruit additional paraprofessionals and an ELA Coach. The ELA Coach will provide specialized support and guidance to teachers and schools in English Language Arts. The ELA Coach will improve the quality of literacy instruction, enhance student learning outcomes, and support teachers' professional growth.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: August, 2023

We will purchase Corrective Reading, a research-based, comprehensive reading intervention curriculum designed to help struggling readers, particularly those in grades three and above, improve their reading skills.

The Corrective Reading curriculum addresses various reading difficulties by providing explicit and systematic instruction in four key areas: decoding, vocabulary, fluency, and comprehension. Corrective Reading provides teachers with scripted lessons, which guide them through the instructional process. This consistency ensures that all students receive the same high-quality instruction.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: August, 2023

We will purchase a Leveled Literacy Intervention (LLI) supplemental curriculum which is a comprehensive, research-based literacy intervention program designed to support struggling readers in grades K-12. Developed by Fountas & Pinnell, LLI aims to provide targeted and intensive instruction to help students accelerate their reading skills and close the literacy achievement gap. The program is typically implemented in small-group settings and offers a range of leveled books and materials tailored to individual student needs.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: August, 2023

Global Outreach will offer students who need additional targeted academic support in academic tutoring before and after school to increase the amount and quality of learning time. Students identified as at risk for failure and needing additional academic support will be identified as eligible for tutoring services.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: July, 2024

In summer 2023, the school will provide its high ESOL population of students with an additional academic summer programming to enhance their language and literacy skills.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: July 2024

During the school year, Global Outreach Charter Academy will provide after-school academic enrichment programming, focusing explicitly on reading fluency and math.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: Throughout 2023-2024 school year

Due to the new school grade policy regarding 3rd grade and our desire to provide our students the best education, we want to add a staff member with a literacy background to support us in an administrative role. The primary role of the supplemental instructional Assistant Principal is to provide additional administrative instructional support to content area teachers of students in a state-assessed grade and course based upon a tiered level of needed support.

Person Responsible: John Galeain (jgaleani@gocacademy.com)

By When: August, 2023

Science Proficiency in 5th and 8th grade was below peer schools. An increase in the educational time allotted to science instruction is needed. To accomplish this task we will modify the bell schedule to allow for daily intentional science instruction for students. Implementing reading support through LLI should also correlate to an increase in proficiency with the text-based nature of the science assessment.

Person Responsible: [no one identified]

By When: Throughout 2023-2024 school year

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Per standard operation, students with disabilities need additional support or accommodations/modifications in instruction in order to reach their learning targets. Implementing targeted instructional groups in Literacy and tutoring/summer programs for tutoring and math are opportunities to help us extend learning to address these needs.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

An increase from the 16.3% SWD math proficiency and 12.9% ELA proficiency, as currently noted in the state portal.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring of PMA, iReady, and Achieve diagnostics.

Person responsible for monitoring outcome:

John Galeain (jgaleani@gocacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The implementation of targeted instructional groups in Literacy and tutoring/summer programs for literacy and math are opportunities to help us extend learning to address these needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increased instructional time is a common accommodation. The ability to extend this beyond the traditional classroom time is an additional step we can offer to students struggling with grade level proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Our team reviewed prior data sets from academic platforms and assessments, behavioral data, and survey data. We then collaborated in researching effective interventions for the identified areas of focus. All major guiding decisions are based in keeping qualified teachers in our classrooms and ensure that effective reading supports are put into place. This required a reworking of all scheduling in our school and a reallocation of staffing within our school.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

www.goca.us, title 1 meeting and student focused leadership team review with stakeholders of all relevant data from these documents, this will also be posed on Class Dojo to allow all parents to participate.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

www.goca.us. This year we have made an effort to develop a monthly parent engagement activity. This will be in addition to traditional title 1 and PTO activities for parents. We are increasing our efforts to engage with parents through our PTO this year with joint planned events. Our after school program will tie to this as well.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The implementation of content based planning in grades 3-5, increased focus on PLC work, implementation of standards aligned push in intervention plan and the addition of research based reading support materials all work to support our primary goal of increasing reading proficiency. This will tie to a shift in the way we support our MLL students as directed by an expert in the field brought onboard to support improving our initiatives in this realm.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Youth mental health first aid training is in place for all staff members, we are adding a second guidance counselor to support our students, we have contracted with CALM to support adults faculty members.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Increase in STEM instruction by adding 2 STEM classes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Hiring of contractor to support our development of a first class MTSS/PBIS plan.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Increasing the quality of coaching and academic support, inclusion of a state recognized science teacher to support the training of our secondary science team, intentional MTSS training to support teachers with struggling learners, monthly faculty engagement events, hiring of additional trainers when data directs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Early summer festival, back to school meet the staff day, orientation, initial placement assessment.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$46,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	1221 - Global Outreach Charter Academy	UniSIG		\$22,150.00
			<i>Notes: Ashley Kay Consulting, LLC: Contract for Kick-Off Training and Bi-Monthly Coaching Support</i>			
	6400	310	1221 - Global Outreach Charter Academy	UniSIG		\$24,000.00
			<i>Notes: RMS Consulting, LLC Contract: MTSS/PBIS Regular Data Analysis, Goal Setting and Monitoring</i>			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$430,430.92
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	1221 - Global Outreach Charter Academy	UniSIG	1.0	\$40,500.00
			<i>Notes: Paraprofessional Salary</i>			
	5100	150	1221 - Global Outreach Charter Academy	UniSIG	3.0	\$85,848.00
			<i>Notes: Paraprofessional Salary</i>			
	6400	130	1221 - Global Outreach Charter Academy	UniSIG	1.0	\$59,681.82
			<i>Notes: ELA Coach Salary</i>			
	5900	510	1221 - Global Outreach Charter Academy	UniSIG		\$24,959.04
			<i>Notes: Corrective Reading (Comprehension): Level A (20 WORKBOOKS), 5 TEACHER MATERIALS PACKAGE (total \$2,332.20). Level A (Fast Cycle): 5 PRESENTATION BOOKS, 5 WORKBOOKS (\$1,288.80). Level B1: 20 workbooks and 5 teacher materials (\$1,857.00). Level B1 (Fast Cycle): 5 PRESENTATION BOOKS, 5 WORKBOOKS (\$1,333.65). Level B2: (20 WORKBOOKS), 5 TEACHER MATERIALS PACKAGE (\$1,925.40). Level C: 15 student books, 15 workbooks, and 5 teacher materials packages (total \$3,720.90) = \$12,457.95</i>			
	5900	510	1221 - Global Outreach Charter Academy	UniSIG		\$41,871.00
			<i>Notes: Leveled Literacy Intervention (LLI) Curriculum: 2 sets of K level (\$6,200), 2 sets Gr1 (\$7,300), 2 sets Gr2 (\$7,100), 2 sets Gr4 (\$10,598.00), 2 sets Gr5 (\$10,598.00), and A Tool for Assessment, Planning, and Teaching, PreK-8 (\$75)</i>			
	5900	120	1221 - Global Outreach Charter Academy	UniSIG		\$45,000.00
			<i>Notes: Before & After School Tutoring: 5 classroom teachers x 2 hours/day x 111 days x \$35/hour= 45,000 (with benefits)</i>			
	5900	120	1221 - Global Outreach Charter Academy	UniSIG		\$17,417.76
			<i>Notes: ESOL Summer Program: GrK-8 approx. 120 ELL & at-risk students, 7 teachers @ \$18 per hour x 24 days x 5 hours/day = 17,417.76</i>			

	5900	120	1221 - Global Outreach Charter Academy	UniSIG		\$20,000.00
			<i>Notes: After School Math & Reading Enrichment: 4 classroom teachers x 2 hours/day x 86 days x \$25/hour= 20,000 (with benefits)</i>			
	6400	130	1221 - Global Outreach Charter Academy	UniSIG	1.0	\$70,000.00
			<i>Notes: Supplemental Assistant Principal Salary</i>			
	5100	200	1221 - Global Outreach Charter Academy	UniSIG		\$4,793.08
			<i>Notes: Paraprofessional Benefits</i>			
	5100	200	1221 - Global Outreach Charter Academy	UniSIG		\$10,160.22
			<i>Notes: Paraprofessional Benefits</i>			
	6400	200	1221 - Global Outreach Charter Academy	UniSIG		\$1,785.00
			<i>Notes: ELA Coach Benefits</i>			
	6400	200	1221 - Global Outreach Charter Academy	UniSIG		\$8,415.00
			<i>Notes: Supplemental Assistant Principal Benefits</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$476,580.92

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No