

Duval County Public Schools

Global Outreach Charter Academy High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	31

Global Outreach Charter Academy High School

1252 FROMAGE WAY, Jacksonville, FL 32225

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.

Developing globally responsible learners who are curious and service oriented in a diverse learning environment

Global Outreach Charter Academy High School will seek to empower and inspire the next generation of global leaders within a nurturing and inclusive educational environment. GOCA provides comprehensive support and a first-class education to a diverse student population while bridging the opportunity gap and breaking down barriers. GOCA encourages learners to embrace the core values of curiosity, diversity, responsibility and service in local and global communities.

Provide the school's vision statement.

Develop, equip and empower students to become Global leaders who make a positive impact in their family, community and world.

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
Hoyseth, Luann	Principal	Mrs. Hoyseth 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.). Mrs. Hoyseth will collaborate with all stakeholder groups to ensure the SIP is developed, executed, monitored, and evaluated effectively. During regular meetings, Mrs. Hoyseth will share progress toward achieving all SIP-stated goals with all stakeholder groups.
		Mrs. Hoyseth'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.
		Mrs. Hoyseth 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, she will supervise and support her APs in carrying out aspects of the SIP allocated to each AP. Her 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. Mrs. Hoyseth 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)).
Vazquez, Yeila	Assistant Principal	Mrs. Vazquez is the Assistant Principal of Curriculum for GOCA HS. Ms. Vazquez will be responsible for all academic aspects of the SIP, including all Areas of Focus related to academic achievement and instructional effectiveness of teachers. Mrs. Vazquez will report directly to Mrs. Hoyseth on the execution and evaluation of academic and instructional practices related to SIP. She 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.
		Mrs. Pamer is our Assistant Principal of Student Services. Ms. Palmer will oversee the areas of discipline, testing, and attendance. Ms. Palmer 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. Palmer is responsible for developing a PBIS plan that promotes positive student relationships and improves student behavior and consistency among staff and faculty. Mrs. Palmer will report directly to Mrs. Hoyseth on the execution and evaluation of organizational and cultural practices related to SIP, including student discipline and behavior. She 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.
Palmer, Jasmine	Assistant Principal	

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.

Leadership team members, department chairs (teachers), parents, and students contributed to this plan. The vision was developed by our support team, CEO, chief of schools, and the leaders of GOCA. From there the leadership team (instructional coaches, grad coach, counselor, dean, APC, APSS, and principal) met to develop a mission that fit the vision based on curiosity, responsibility, diversity, and service. Feedback from parents, students, school faculty, and staff was used to create the goals of our SIP.

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))

We will have monthly data chats with each academic department to analyze our progress and use the data to inform our teaching.

We will have data from assessments in class and small groups and exit tickets weekly.

We will also meet with our literacy team to look specifically at ELA data and teaching.

We will have three surveys to monitor staff satisfaction.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	92%
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)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D
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	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	
	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
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	

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	
Students retained two or more times	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*	39	46	50	31	45	51	25		
ELA Learning Gains				46			37		
ELA Lowest 25th Percentile				46			37		
Math Achievement*	27	44	38	24	37	38	9		
Math Learning Gains				39			8		
Math Lowest 25th Percentile				41			13		
Science Achievement*	80	62	64	41	43	40	20		
Social Studies Achievement*	62	66	66	41	53	48	46		
Middle School Acceleration					52	44			
Graduation Rate		88	89		50	61			
College and Career Acceleration		77	65		63	67			
ELP Progress	47	37	45	30			24		

** 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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	5
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	5
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	9
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	18	Yes	2	2
ELL	34	Yes	2	
AMI				
ASN				
BLK	32	Yes	2	
HSP	48			
MUL				
PAC				
WHT	58			

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	51			

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	1	1
ELL	27	Yes	1	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	37	Yes	1	
MUL				
PAC				
WHT	53			
FRL	34	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	39			27			80	62				47
SWD	14			21							2	
ELL	13			14			62				4	47
AMI												
ASN												
BLK	38			26							2	
HSP	36			25			81	54			5	42
MUL												

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	47			36			87				4	60
FRL	41			29			82	64			5	39

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	31	46	46	24	39	41	41	41				30
SWD	9	42		14	41	40	0	21				
ELL	10	44	52	10	30	35	14	22				30
AMI												
ASN												
BLK	23	50	60	12	26	33	27	38				
HSP	27	40	46	22	40	48	39	32				35
MUL												
PAC												
WHT	46	56		39	47		60	67				
FRL	29	44	41	23	38	35	40	37				23

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	25	37	37	9	8	13	20	46				24
SWD	10	24		6	6		5					
ELL	15	40	35	8	8	5	13	42				24
AMI												
ASN												
BLK	17	20		7	13		17					
HSP	23	36	36	6	5	5	14	52				19
MUL												
PAC												
WHT	44	46		25	14		42					
FRL	23	37	41	7	7	14	18	35				26

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
10	2023 - Spring	32%	44%	-12%	50%	-18%
09	2023 - Spring	39%	42%	-3%	48%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	52%	-35%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	52%	-20%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	64%	1%	63%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	60%	-10%	63%	-13%

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.

Math proficiency showed the lowest performance despite an increase over the past 2 years. Part of this was due to teacher turnover in Algebra 1 classes. Additionally, many students came into the 9th grade far below grade level for math and reading proficiency. Student attendance also played a part in low scores.

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

Student attendance showed a decline this past year. Students stated they did not come to school because they had a substitute teacher often. They felt there was no point in coming to school. Teacher turnover was high and finding replacements was difficult.

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 was in ELA 10th grade. Our scores were 18% lower than the state. This was a vacancy with a long term substitute who struggled to align his teaching to the new BEST standards. He declined coaching cycles and planning time with the ELA instructional coach.

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

Biology proficiency showed the largest growth. Our biology teacher held boot camps after school and on Saturdays. We had an interventionist who pulled small groups twice a week as well. We scored above the state average in Biology.

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

Attendance and proficiency rates in math and english (students below grade level)

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

1. English proficiency
2. Math proficiency
3. Teacher retention
4. Attendance
5. Graduation and acceleration rate

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 persistent, well-known 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 factors attributed to low teacher satisfaction and high turnover rates in schools.

The abundance of empirical research also demonstrates a direct relationship between a positive school culture and environment and increased teacher satisfaction and retention. This evidence is used to develop a safe and supportive school environment where students thrive academically, socially, and emotionally, and where teachers feel empowered and appreciated, and where they can grow and succeed as professionals.

In the past two years, 65 teachers left Global Outreach Charter Academy High School. To improve this statistics, we plan to implement a number of strategic initiatives, described below in the Action Steps to Implement Section. All these steps, when executed effectively, will help us achieve our goals and objectives as they relate to Positive Culture and Environment specifically related 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 target rate is estimated at 80%. 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 retain at least 80% or 25 out of 31 of our certified teachers during the 2023-24 school year.

Monitoring:

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

1. We will monitor teacher retention target rates throughout the year with our human resources department. The Human Resources Director will monitor retention rates through resignations, firings, and offer letters.
2. The leadership team will review satisfaction survey data. Action Steps will be developed.
3. Department Chairs will submit logs of teacher support.
4. Academic Coaches will submit their logs of coaching cycles.

Person responsible for monitoring outcome:

Luann Hoyseth (lhoyseth@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.)

We will implement several Evidence-Based Intervention Strategies to support our teachers, improve a positive culture and environment, and enhance morale, loyalty, and job satisfaction. These strategies include:

1. HR and our PDF will work with teachers to complete certification requirements and support teachers with study plans.
2. We will recruit an ISSP paraprofessional to support teachers with students in ISSP. We will also recruit additional paraprofessionals to enhance our capacity to serve struggling students. The paraprofessionals will maintain records of what assignments students are completing, what the students were assigned, and any support given to the student.
3. We will develop and implement a comprehensive PBIS program. Teacher exit surveys often indicate student behaviors as a reason for leaving.
4. We will implement a mentor program for new teachers to help with adjustments and have someone to connect to. Department chairs will also monitor and support teachers positively.
5. Academic coaches will provide assistance with lesson planning, do coaching cycles, and lead professional learning communities to assist with teacher retention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective school-wide positive behavior plans have shown to reduce code of conduct violations. With reduced code of conduct violations, mentoring support, academic support, and quality professional development, we plan to achieve our measurable outcomes (indicated above) through increased teacher satisfaction (evaluated through surveys) ultimately leading to higher retention rates (monitored through resignations, firings, and offer letters).

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.

Develop a PBIS plan that builds positive relationships and improves student behaviors and consistency among staff and faculty.

Person Responsible: Jasmine Palmer (japalmer@gocacademy.com)

By When: By August 7, 2023. Monitoring throughout the year.

Conduct weekly professional development for all staff and faculty in ESOL instruction, ESE, gifted, and classroom management.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: Starting the 2nd week of school and continuing every Wednesday until the end of May 2024.

Conducting department PLCs led by instructional coaches and assistant principals focusing on the Dufour 4 essential questions.

Person Responsible: Jasmine Palmer (japalmer@gocacademy.com)

By When: Weekly PLC meetings will be held during 1 common planning period each week for the 4 core subject areas.

Academic Coaches will conduct coaching cycles weekly for teachers who are observed as needing support and teachers who are requesting support.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: Cycles will begin September 2023 after initial walk throughs have been conducted by administration and observations are complete by academic coaches.

Develop a mentor program for new teachers to support their growth, help them acclimate to a new school, and build relationships among colleagues.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: By October 2023

Develop surveys to be given to teachers regarding preplanning, support from administration, discipline, PLCs, and overall job satisfaction.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: The initial survey will be given before September 2023. A mid-year survey will be given in January 2024, and a final survey will be given in May 2024.

We will recruit an additional ISSP paraprofessional to support teachers with students in ISSP. The paraprofessional will maintain records of what assignments students are completing, what the students were assigned, and any support given to the student. Many of our lower-performing subgroups seem to be given ISSP more often than others. Our ISSP para will work to build strong relationships and be a positive influence in these students' lives.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: August, 2023

We will purchase Perfect Pass, a behavior tracking system that allows scanning students, viewing schedule information, issuing tardies/violations, assigning detentions and printing slips, etc. to enhance our efforts in improving student behavior and attendance. Empirical evidence suggests that student behavior is crucial for teacher satisfaction and retention.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: August, 2023

We will send our academic coaches, David Fullop (math coach) and Lisa Young (reading coach), to a TEACHING LEARNING COACHING CONFERENCE (October 16-18,2023) in Orlando, FL. Attending professional conferences will build additional professional capacity and improve competencies to better support teachers. It has been an established fact that timely and relevant support directly impacts job satisfaction and aids in teacher retention efforts.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: October 16, 2023

#2. ESSA Subgroup specifically relating to English Language Learners

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.

If we provide paraprofessionals in the general education classrooms, provide ESOL training to all of our teachers, and provide a better way for our teachers to communicate with parents who speak languages other than English, our ELLs will have a better education experience where they will growth in their knowledge of the English language and perform at higher levels on state assessments.

Most students at GOCA High School speak another language at home. English may be their 2nd or 3rd language, which often means their language skills are not proficient. With the B.E.S.T. standards, leadership will focus on supporting teachers with understanding, implementation, and alignment of the standards and strategies to reach our numerous ELLs.

Through collaborative learning and community planning, teachers will also be supported in utilizing the resources and pacing guides to align instructional practices to the B.E.S.T. standards. School-based administrators, academic coaches, and department chairs will be responsible for training teachers. The principal will monitor during data chats, PLCs, and through feedback surveys.

The leadership team will continue with daily walkthroughs aligned with best practices for teaching and learning. ELL Students performing at the lowest level will be placed in intensive reading classes utilizing the corrective reading curriculum or English Language Development classes based on WIDA scores. The ESOL team will conduct walkthroughs and provide feedback to teachers on ESOL instruction and strategies.

Once a month all staff will receive ESOL professional development provided by our ESOL Director, specialist, and contact. A literacy team will meet monthly to track progress and work to improve instruction and mentor teachers in the ELA department. Additional ESOL paraprofessionals will be in classrooms to support general education teachers with ELLs.

Measurable Outcome:

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

Instructional staff will participate in weekly PLCs based on Dufour's four essential questions and monthly ESOL PD.

In addition, the grade-level teams will meet monthly to plan lessons and create common assessments with the ESOL director and academic coach. Instructional staff will turn in standard-aligned lesson plans with ESOL accommodations weekly to be reviewed by the academic coaches and department chairs.

The administrative team will lead monthly data chats to review data with teachers to inform their instructional practices.

Target ESOL students will have weekly intervention time with the ESOL contact and specialist. Exit ticket data will be collected to measure growth.

Talking Points will help teachers and administrators communicate with families and students regarding their growth, upcoming events, testing, attendance, and tutoring. The administration will monitor the usage by teachers.

Monitoring:

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

The leadership team will meet with the ESOL team monthly to analyze walkthrough data and feedback from PD sessions and observations.

The ESOL Director, specialist, and contact will review data monthly on targeted ESOL intervention groups.

Administrators will review data from Talking Points monthly.

Person responsible for monitoring outcome:

Luann Hoyseth (lhoyseth@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.)

Research shows intervention can produce sustained improvement in student achievement—especially if the groups focus on explicit, interactive instruction in the core areas of literacy.

Small-group reading intervention is one effective, research-based strategy that addresses the literacy needs of English language learners performing below grade level.

Parents and teachers are two of the most important contributors to a student's educational success. When parents and teachers communicate well with one another, they can support student learning together. As such, communication between home and school is vital. Talking Points will increase parent-teacher communication, especially in the ESOL community.

Additional support for ELLs such as paraprofessionals working with the general education teacher in the classroom, supports learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The abundance of empirical evidence suggests that:

Teachers who are supported by academic coaches with lesson planning for ELLs, analyzing data, and coaching cycles will reach students and help them grow.

Teachers who are provided with support from a paraprofessional in the classroom will help ELLs gain more in the general education classroom.

Students who have an additional reading course or ELD class will improve their reading comprehension and overall reading ability, thus helping them become proficient.

Talking Points will increase parent-teacher communication, especially in the ESOL community. Talking Points will allow teachers to reach out to parents in the language spoken at home without finding someone to translate or try to translate themselves. Better communication between the school and the home will result in a better education for the child.

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.

We will purchase the Talking Points platform and train teachers to use it to communicate with parents and students. This app allows communication with parents in their language, which allows faculty members who may not speak the parents' language to communicate more efficiently.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: August-September 2023

Ensure proper ESOL strategies and best practices are taught to all staff.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: The first training will be held in August and then monthly trainings will continue until June 2024.

Train ESOL Paras to work with general education teachers. We will provide the paras with training from the ESOL director and specialist.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: By September 1, 2023

To better serve the needs of our ESOL students, we will recruit an additional ELL paraprofessional.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: August, 2023

We will train the staff to use Talking Points so they can reach out to all parents effectively, ensuring the parents understand the message being sent home.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: October 2023

#3. Graduation specifically relating to Graduation**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.

GOCA HS will strive to meet a 95% on-time graduation rate. Our students are struggling with passing the ELA state test and the Algebra EOC test required for graduation. If we implement several remediation courses to help students prepare for those tests and improve their reading comprehension, proficiency, and algebra skills. In that case, more students will meet the on-time graduation requirements. If we increase parent communication using Talking Points we will engage the parents to team up with the school to help ensure our students attend and do their best while in our school.

Measurable Outcome:

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

All students will take the SAT in October. We will offer fee waivers for our FRL students for the ACT and SAT for students trying to get a concordant score for their state-required graduation tests.

We will use data from our ACT/SAT prep course, intensive reading, and foundational math classes. Students will be given practice exams throughout the year.

We will calculate the graduation rate based on the number of students who pass their state tests or receive a concordant score.

Monitoring:

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

The leadership team will observe intensive reading, foundational math, and the ACT/SAT prep classes by conducting walkthroughs and then providing feedback to teachers.

The Literacy team will closely monitor the Intensive reading classes.

The graduation coach and counselor will monitor the sign-up for ACT and SAT outside of school.

The testing coordinator will monitor student scores throughout the year and legislative changes for required scores or approved alternative tests.

Person responsible for monitoring outcome:

Yeila Vazquez (yvazquez@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.)

Intensive reading will help students gain proficiency in reading comprehension, build vocabulary, and provide the knowledge to do well on the ACT/SAT or retakes of the state test.

Foundational math will help students fill gaps in their math skills while preparing them for the math on the SAT/ACT or the Algebra EOC re-take.

The SAT/ACT prep course will give students ample time to practice taking these types of timed tests and build their English, math, science, and social studies skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The benefits of remedial education such as intensive reading, foundational math, or SAT/ACT prep classes can assist pupils in gaining general knowledge that can be applied to all subject areas. The courses also aid in reducing feelings of inadequacy, which can lead to problems with behavior or motivation or even test-taking anxiety. Students who feel prepared will do better in high-stakes testing situations.

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.

Purchase corrective reading and train intensive reading teachers to use this curriculum. Corrective Reading curriculum will also provide some of the accommodations our SWD requires and help them to be more successful on their ELA graduation test. The Instructional Practice: ELA Area of Focus Budget includes costs associated with purchasing the Corrective Reading Curriculum.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: By September 2023

Purchase Agile Math curriculum to use in foundational math courses and train teachers to use this curriculum. This curriculum will provide needed accommodations for our SWD who may struggle in math class or struggle to pass the Algebra EOC required for graduation. The Instructional Practice: Math Area of Focus Budget includes costs of purchasing the Agile Math Curriculum.

Person Responsible: Jasmine Palmer (japalmer@gocacademy.com)

By When: By September of 2023

#4. 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.

With the B.E.S.T. standards, leadership will focus on supporting teachers with understanding, implementation, and alignment of the standards.

Through collaborative learning and community planning, teachers will also be supported in utilizing the resources and pacing guides to align instructional practices to the B.E.S.T. standards. School-based administrators, academic coaches, and department chairs will be responsible for training teachers. The principal will monitor during data chats, PLCs, and through feedback surveys.

The leadership team will continue with daily walkthroughs aligned with best practices for teaching and learning. Students performing at the lowest level will be placed in intensive reading classes utilizing the corrective reading curriculum.

A literacy team will meet monthly to track progress and work to improve instruction and mentor teachers in the ELA department.

A school-wide focus will be placed on literacy while using Achieve 3000 to improve reading comprehension.

Interventionists will pull small groups 2 to 3 times weekly to support students struggling with the B.E.S.T. standards.

Instructional coaches will observe and provide feedback to all teachers, emphasizing ELA standards and literacy. Coaches will provide coaching cycles to teachers throughout the year.

Measurable Outcome:

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

If teachers receive the appropriate resources, training, and support from coaches and the leadership team, our students will reach at least 50% proficiency in ELA.

Instructional staff will participate in weekly PLCs based on Dufour's four essential questions. In addition, the grade-level teams will meet weekly to plan lessons and create common assessments with the academic/instructional coach.

Instructional staff will turn in standard aligned lesson plans weekly to be reviewed by the academic coaches and department chairs.

The administrative team will lead monthly data chats to review data with teachers to inform their instructional practices.

Monitoring:

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

Academic/Instructional coaches and Assistant Principals will meet weekly with department teams to review DuFour's four essential questions, data, and support needed for each teacher.

The leadership team and academic/instructional coaches will meet weekly to discuss walkthrough data, coaching cycles, and lesson-planning sessions. They will work to develop the PD needed for staff based

on observations.

The literacy team will meet monthly to analyze data and discuss observations of the ELA teaching team. They will develop the next steps for the department.

Monthly data chats will take place with the principal, ELA department, literacy team, and academic coaches.

Person responsible for monitoring outcome:

Luann Hoyseth (lhoyseth@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.)

ELA teachers will utilize Achieve 3000 weekly to assess reading comprehension. All other subject areas will utilize Achieve at least two times a month to support literacy.

Corrective Reading will be used in the intensive reading courses. All students who scored level one on the previous year's ELA state test will be placed in intensive reading. Corrective Reading provides intensive and accelerated reading intervention. The Direct Instruction program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and empowered learners.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers who are provided support by academic/instructional coaches with lesson planning, analyzing data, and coaching cycles will reach students and help them grow.

Last year, using Achieve in all of our instruction areas, students' lexiles grew on average over 150 points.

Students who can comprehend what they read will do better on an ELA test and become more proficient in ELA.

Students with an additional reading course will improve their reading comprehension and overall reading ability, thus helping them become proficient.

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.

Train teachers to align their teaching to the B.E.S.T. standards through professional development, coaching cycles, PLCs, and literacy team feedback.

Person Responsible: Yeila Vazquez (yvazquez@gocacademy.com)

By When: This will take place throughout the 2023-2024 school year with weekly meetings, feedback and PD.

We will purchase Corrective Reading and train intensive reading teachers to use it. Our Corrective Reading classes will be for students who have performed poorly on previous state ELA tests, including our subgroups that the data shows are scoring low, including ELL, SWD, BLK, and HSP.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: Both teachers and the instructional coach will be trained in Corrective Reading by September of 2023.

Purchase Achieve 3000 and train all teachers on using it in their lessons by September, 2023. When used properly, this program will help our students with vocabulary, comprehension, informational text and improve their lexile level. Our historically lower performing subgroups will benefit from the use of Achieve 3000 along with all students.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: By September of 2023

The school will recruit an Enrichment Reading Interventionist to provide targeted support and instruction to students who need additional help in reading. This interventionist will work with our populations that are struggling the most with ELA, our BLK and HSP subgroups, as well as push into ELA classes with higher needs.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: August, 2023

To support our daily classroom activities, we will purchase additional classroom/office supplies.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: August, 2023

We will provide our instructional coaches with relevant training on best practices for coaching. Instructional Coaches will attend the Teaching and Learning Coaches Conference in October 2023. The Positive Culture and Environment Area of Focus budget includes all costs associated with attending the Teaching and Learning Coaches Conference.

Person Responsible: Luann Hoyseth (lhoyseth@gocacademy.com)

By When: November 2023

#5. Instructional Practice specifically relating to Math**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.

With the B.E.S.T. standards, leadership will focus on supporting teachers with understanding, implementation, and alignment of the standards.

Through collaborative learning and community planning, teachers will also be supported in utilizing the resources and pacing guides to align instructional practices to the B.E.S.T. standards.

School-based administrators, academic coaches, and department chairs will be responsible for training teachers.

The principal will monitor during data chats, PLCs, and through feedback surveys.

The leadership team will continue with daily walkthroughs aligned with best practices for teaching and learning.

Students performing at the lowest level will be placed in Algebra 1-A, a pre-algebra/fundamental math curriculum. Students who scored a 2 or 3 on the state math test the previous year will be placed in a double block math of Algebra 1 and fundamental math skills. Students scoring a 4 or 5 on the previous math test will be in a single block of Algebra 1 or Algebra 1 Honors.

Students scoring 1 or 2 on previous Algebra state EOC will be placed in a double block geometry/fundamental skills class.

Measurable Outcome:

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

Instructional staff will participate in weekly PLCs based on Dufour's four essential questions. In addition, the grade-level teams will meet weekly to plan lessons and create common assessments with the academic coach. Instructional staff will turn in standard aligned lesson plans weekly to be reviewed by the academic coaches and department chairs.

The administrative team will lead monthly data chats to review data with teachers to inform their instructional practices.

If teachers receive the appropriate resources, training, and support from coaches and the leadership team, our students will reach at least 40% proficiency in Math.

Monitoring:

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

Academic coaches and Assistant Principals will meet weekly with the department team to review DuFour's 4 essential questions, data, and support needed for each teacher.

The principal will monitor during data chats, PLCs, and through feedback surveys.

The leadership team and academic coaches will meet weekly to discuss walkthrough data, coaching cycles, and lesson-planning sessions.

The Algebra and Geometry team will meet monthly to analyze data. They and the leadership team will

develop the next steps for the department.

The math team will have three progress monitoring assessments throughout the year- a pre-assessment, formative, and summative assessment. The math and leadership team will use this tool to select target students, create small groups, and create intervention groups and lessons.

The Algebra 1-A curriculum will be Agile Minds, which has been shown to increase proficiency by over 80%.

Person responsible for monitoring outcome:

Jasmine Palmer (japalmer@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 double block algebra policy will affect student outcomes through three fundamental mechanisms: expanded instructional time, improvements in instruction resulting from curricular resources, professional development, and expanded instructional time for teachers; and ability grouping into more homogeneous classes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers supported by academic coaches with lesson planning, analyzing data, and coaching cycles will reach students and help them grow.

Teachers with a strong curriculum will be able to increase algebra proficiency. Across the nation, educators report that participation in Agile Mind programs dramatically improves student achievement.

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.

We will train teachers to align their teaching to the B.E.S.T. standards and use the Agile Minds curriculum through professional development, coaching cycles, PLCs, and algebra team meetings.

Person Responsible: Jasmine Palmer (japalmer@gocacademy.com)

By When: By Aug. 15, 2023

To enhance the effectiveness of Algebra 1 instruction, the school will purchase Agile Minds, the Algebra 1-A supplemental curriculum, which has been shown to increase proficiency by over 80%. The goal is to train all teachers on using it by September 2023.

Person Responsible: Jasmine Palmer (japalmer@gocacademy.com)

By When: The goal is to train all teachers on using it by September, 2023.

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)).

The school leadership team met to discuss the areas of focus for the 2023-24 school year as well as to review budgets from grants such as ESSR, Title 1 and Unisig. This was shared with the Chief of Schools for GOCA and the support team to review spending and the needs of the school. Finally, the development department was consulted along with logistics and other stakeholders (teachers, parents, students) to put together the final plan.

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.

September 7th will be open house and our first Title One meeting of the year. At this time parents will meet with leadership to go over the school improvement plan. They will be given copies of the plan for review. The SIP will also be posted on the webpage.

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))

Monthly events for the community are planned.

We are starting a PTSA this year and will encourage all parents and faculty to join.

We also have Class Dojo for parents to join in each of their student's courses

Kodiak Connection newsletter will be sent out weekly via email and phone call.

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)

GOCA is working to only hire certified teachers in their content area. We have weekly PLC meetings to review the DuFour questions, data, and lesson planning. We have Wednesday PD for ESOL, ESE, Gifted and classroom management strategies. We have added advanced placement and dual enrollment courses to our progression plan and require 3 years of a world language which is above what the graduation requirement. We also are starting a CTE program in business and entrepreneurship.

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))

We offer ESOL courses for families of our students after school. Our school has free lunch and breakfast for all students. We have a new CTE program in business and entrepreneurship. Mentoring and tutoring programs for students who just arrived to the country.

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))

We have a school counselor on staff full time. We are part of the DCPS mental health plan.

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))

We have a full time graduation coach who works with students for future planning. He works with families on FAFSA, college applications, career counseling, dual enrollment, ACT and SAT.

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).

We have a new PBIS plan this year to address positive behaviors as a way to prevent the negative. Teachers and staff will be introduced to this tiered incentive program during pre-planning week. This program was developed by 6 teachers, the dean and the APSS.

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))

Weekly PLCs for core subject areas based on DuFour PLC. All staff and faculty have 45 minutes of PD each week after school to educated about ESOL, ESE, Gifted, classroom management on a rotating basis the entire school year.

Montly data chats for all tested areas will take place on early release days as well.

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))

N/A

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				\$49,091.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	369	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$7,445.00
			<i>Notes: Dowling Douglas Company: Perfect Pass Tardy Tracking System (software subscription, mobile license, printer, scanner, paper) & Visitor Manager System (software, scanner, printer, subscription, labels)</i>			
	6100	644	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$6,995.00
			<i>Notes: Dowling Douglas Company: Identity Manager System (software, printer, camera, tripod, backdrop with stand, cleaning kit, printer ribbon)</i>			
	5100	150	5731 - Global Outreach Charter Academy High School	UniSIG	1.0	\$28,616.00
			<i>Notes: ISSP Paraprofessional Salary</i>			
	6400	330	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$2,546.00
			<i>Notes: Teaching Learning Coaching Conference: Orlando, FL, October 16-18, 2023, Registration \$775/person; Hotel /\$224 + \$25 resort fee/person; 2 participants = \$2,546</i>			
	5100	200	5731 - Global Outreach Charter Academy High School	UniSIG		\$3,489.00
			<i>Notes: ISSP Paraprofessional Benefits</i>			
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$35,606.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	5731 - Global Outreach Charter Academy High School	UniSIG	1.0	\$28,616.00
			<i>Notes: ESOL Paraprofessional Salary</i>			
	6100	369	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$3,500.00
			<i>Notes: TalkingPoints Parent Communication w/ Translation License</i>			
	5100	200	5731 - Global Outreach Charter Academy High School	UniSIG		\$3,490.00
			<i>Notes: ESOL Paraprofessional Benefits</i>			
3	III.B.	Area of Focus: Graduation: Graduation				\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA				\$106,711.41

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	5731 - Global Outreach Charter Academy High School	UniSIG	1.0	\$60,000.00
			<i>Notes: Reading Interventionist Salary</i>			
	5100	510	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$2,774.21
			<i>Notes: Office Supplies Includes the following items: Clipboard, Glue, Index cards, Railroad board/poster board, Craft paper rolls, Document stand, Hanging file box, Stapler, Copy paper, Correction tape, Sheet protectors, Envelops, Trash can, Binder clips, Notepads, File folders, Paper clips, Labels, Zip ties, Scissors, Batteries, Highlighters</i>			
	5100	369	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$13,302.00
			<i>Notes: Corrective Reading Curriculum: 200 B2 Student Books (\$9,324.00), 200 B2 Workbooks (\$2,784.00), 2 B2 Teacher Materials Kit (\$551.28)</i>			
	5100	360	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$23,061.20
			<i>Notes: Achieve 3000 License for 500 students Gr9-12</i>			
	5100	200	5731 - Global Outreach Charter Academy High School	UniSIG		\$7,574.00
			<i>Notes: Reading Interventionist Benefits</i>			
5	III.B.	Area of Focus: Instructional Practice: Math				\$13,969.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	5731 - Global Outreach Charter Academy High School	UniSIG	0.0	\$13,969.00
			<i>Notes: Intensified Algebra Supplemental Curriculum: blended learning 1-yr license, teacher editions and student consumables</i>			
					Total:	\$205,377.41

Budget Approval

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

No