

## Comprehensive Progress Report

**Mission:**

Global Scholars Academy mission is to create a public education system that is culturally responsive, supports academic success, and serves as a gateway to unlocking every child’s unique gifts. Our curriculum fosters curiosity in our scholars and aspires to give them a sense of personal, financial and academic responsibility they can carry with them throughout their lives. Regardless of a scholar’s socio-economic circumstance, we believe a high-quality education should give scholars the ability to know and unlock their power for personal achievement.

**Vision:**

Global Scholars Academy will strive to follow a dynamic 21st-century franchise model of public education, one that builds bridges to the economic mainstream for vulnerable scholars. By using an interdisciplinary and holistic approach to education, we encourage our scholars to forge connections between academic fields and their personal lives out in the world at large.

**Goals:**

Each student will meet or exceed their annual targeted growth in ELA each year

Each student will meet or exceed their annual targeted growth in math each year



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Effective classroom management is necessary for the success to the total school environment. Due to turnover of staff, it is necessary to reassess our efforts regarding discipline expectations through the school.	Limited Development 02/24/2020		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		<p>"Ninety percent of staff members will learn PBIS framework (i.e. GSA hand signals, and SOAR expectations in July prior to scholars' arrival for the first day.</p> <p>Ninety-five of classroom teachers will implement effective classroom management techniques daily by utilizing positive verbal redirection, ClassDojo to reinforce positive behavior and Educator Handbook to document minor and major infractions. A Good News Postcard will be mailed home to at least one parent each quarter to celebrate a scholars' positive behavior. "</p>	<b>Objective Met 06/05/20</b>	<b>Lakeisha Thomas</b>	<b>07/01/2020</b>
<b>Actions</b>					
	2/24/20	PBIS training for staff members once a semester.	Complete 01/02/2020	Lakeisha Thomas	01/02/2020
	<i>Notes:</i> PBIS training for staff was scheduled for July 11, 2019 and January 2, 2020. All staff attended this training.				
	2/24/20	Classroom Management Training for 3 Teachers and one Administrator with high percentage of student infractions	Complete 04/01/2020	Andrea Carroll	03/30/2020
	<i>Notes:</i> We registered three teachers for classroom management training based on data from Educator's Handbook showing a high percentage of discipline referrals. The teachers attended the training on March 11, 2020.				
	2/24/20	Each classroom will have a ten minute morning meeting to review classroom rules, expectations and teaching the character education trait for the month.	Complete 03/31/2020	Eboni Alexander	03/31/2020

	<i>Notes:</i> Teachers were expected to include a description of their morning meetings in their lesson plans. School administration conducted walk-throughs to observe teacher morning meetings.			
2/24/20	Weekly incentives for Dojo Points/Eagle Bucks will be provided each Friday.	Complete 06/01/2020	Lakeisha Thomas	05/29/2020
	<i>Notes:</i> Teachers used Class Dojo to give incentive points to students. They also gave students Eagle Bucks as incentives. Each Friday, the school counselors visited each class and the students were allowed to spend their points and eagle bucks on various tangible rewards.			
2/24/20	Each classroom teacher will stand at their door to greet each scholar while practicing positive social skills. Grades K-5 teachers will do so each morning. Grades 6-8 teachers and specials teachers will do so each time scholars enter the classroom during transition.  Since April 1, 2020, the expectations have changed since the pandemic. Teachers are required to be on time and to find an innovative way to greet their students when they enter into their virtual classroom.	Complete 06/05/2020	Andrea Carroll	06/05/2020
	<i>Notes:</i> We created a checklist for each quarter and walked around the building to make sure the teachers were standing at their door positively greeting students with a handshake, fist bump, or compliments.  Since April 1, 2020, teachers are expected to be online at their designated time and greeting students positively as they enter into their virtual classroom. Examples: Fourth grade teacher plays morning music; Third grade teacher allowing the art teacher to do mindfulness activities each morning; Middle Grade ELA providing a timed quiet warm up activity before class starts.			
2/24/20	Character Education assembly will be held quarterly. A character education trait will be provided monthly.	Complete 06/05/2020	Lakeisha Thomas	06/10/2020
	<i>Notes:</i> Character Education traits were announced during the morning announcements by the students. A description of the character trait is included in the Take Home Tuesday newsletters.  Character Education Assembly was scheduled and held at the end of each quarter on 9/20/19, 12/13/19, 03/13/20.  Since April 1, 2020, the expectations have changed since the pandemic. We still include the character trait in Take Home Tuesday newsletter. The newsletter is posted on Class Dojo.			
<b>Implementation:</b>		06/05/2020		

<p><b>Evidence</b></p>	<p>5/7/2020 One of our parents nominated one of our classroom teacher's to ABC11 Heros for teacher appreciation week. The parent stated, "I've been so amazed at all the hard work and dedication our teachers, administration, and staff have shown during these difficult times...I nominated Ms. Holliday because I felt that she has been going above and beyond to help her students throughout this pandemic. Also, in hopes of putting a spotlight on GSA because everyone has been doing an outstanding job as well." We have other staff members who have gone beyond the call of duty of embrace our students and families.</p>			
<p><b>Experience</b></p>	<p>5/7/2020 We were given the opportunity to change the tone of a child's day by the way we greet them in the morning which adds to student success.</p>			
<p><b>Sustainability</b></p>	<p>5/7/2020 We will continue to review our data from Educator's Handbook for the 2019-2020 school year to plan how we connect to and enrich the lives of our students.</p>			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		This is the first year for the implementation of MTSS. The MTSS coordinator has attended workshops to gain the knowledge needed to start this process. Staff attend PD sessions to learn about the different levels of MTSS.	Limited Development 05/08/2020			
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9			
<i>How it will look when fully met:</i>		By the end of the 2019-2020 school year, all teachers will implement a tiered instructional system that allows the delivery of evidenced based instruction aligned to the needs of individual students at tier 1, 2, and 3. This indicator will be fully met when all teachers develop tier 1 plans when assessment data (formative or summative) indicates that less than 80% of the students were not successful in the area being addressed (academic, behaviors, social/emotional). Continuing, all teachers will develop tier 2 and tier 3 plans based upon student data. All plans will be implemented with fidelity, monitored by PLCs and the MTSS coordinator and reported out to the SIT/Leadership team upon progress. Teachers will use the data collected through the MTSS process to work collaboratively and group students by need/data even across grade span when necessary.	<b>Objective Met 05/08/20</b>	<b>Eboni Alexander</b>	<b>09/11/2019</b>	
<b>Actions</b>						
	5/8/20	Implement strategic use of data in PLCs, Data Days, and faculty meetings in an effort to re-teach, remediate, and/or enrich.	Complete 06/05/2020	Eboni Alexander	07/15/2019	
	<i>Notes:</i> Staff analyzes data during weekly PLC meetings and on Data Dig Days from Case 21 and i-Ready assessments. Student groups are redesigned to meet the learning needs of each child.					
	5/8/20	Administer and review school-wide common formative assessments	Complete 06/05/2020	Patrice Johnson	07/15/2019	
	<i>Notes:</i>					
	5/8/20	MTSS Coordinator will attend meetings to address MTSS needs	Complete 03/31/2020	Eboni Alexander	09/11/2019	
	<i>Notes:</i>					
<b>Implementation:</b>			05/08/2020			

<b>Evidence</b>	5/8/2020 MTSS Coordinator attended monthly MTSS trainings and held MTSS meetings with the team.			
<b>Experience</b>	5/8/2020 MTSS Coordinator registered to attend MTSS Regional meetings. Coordinator worked with a local area school coordinator to implement MTSS process and train staff.			
<b>Sustainability</b>	5/8/2020 Provide staff training at the beginning of each year; set MTSS meeting dates before the start of the new school year			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	Efforts are made to provide continuous feedback to teachers through walkthroughs and classroom observations. In order for teachers to become more effective it is important for administrators to constantly walk through each classroom and perform the required observations.	No Development 02/24/2020		
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Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<b>How it will look when fully met:</b>	<p>"At full implementation, Administration will conduct weekly walk-throughs in every classroom using the school's walk-through feedback template which is emailed to the teachers.</p> <p>By June 2021, 100% of the teachers will complete weekly lesson plans for administration to monitor and provide timely, clear, and constructive feedback. 100% of the teachers will follow the North Carolina Standard Course of Study and use a pacing guide to help them stay on track with teaching the standards. Administration will monitor the use of instructional software to observe the usage and determine the successfulness of the program based on student growth. "</p>	<b>Objective Met 07/17/20</b>	<b>Pamela Baldwin</b>	<b>07/01/2020</b>
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<b>Actions</b>				
2/24/20	1. Provide teachers with the NC Standard Course of Study for each core subject.	Complete 01/31/2020	Andrea Carroll	01/31/2020

*Notes:* Each classroom teacher was given a notebook which included the North Carolina Standard Course of Study for each subject they teach. The notebook remains in the teacher's classroom each day.

The teachers received the NCSCOS as a PDF through email since beginning virtual learning.

2/24/20 3. Principal and Assistant Principal will conduct classroom walk-throughs.

Since April 1, 2020, the expectations have changed because of the pandemic. Principal and Assistant Principal visit classrooms virtually each day.

Complete 06/05/2020

Andrea Carroll

06/05/2020

*Notes:* A walk-through form was created to use during classroom visits. The teachers were emailed immediate feedback once the walk-through was completed.

2/24/20 4. Monitor the use of Educational Software: iReady, mClass, MobyMax, Lexia

Since April 1, 2020, the expectations have not changed because the pandemic.

Complete 07/15/2020

Eboni Alexander

07/15/2020

*Notes:* Principal and Assistant Principal meet weekly with teachers in their PLC to review their class usage of the educational software and discuss how to increase the usage.

Educational software is still being utilized and monitored during virtual learning.

**Implementation:**

07/17/2020

**Evidence**

5/7/2020 Our scheduled weekly PLC meetings occur every Wednesday to discuss usage of all the educational software.

**Experience**

5/7/2020 We continue to meet weekly with PLC's and review the classroom usage of educational software. The usage has increased and the students have shown growth in various educational standards. The teachers were given a curriculum notebook with the NCSCOS to use when planning lessons and reference during PLC meetings.

**Sustainability**

5/7/2020 We will continue to meet with PLC's weekly to discuss the usage of educational software.

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are provided with data from various data sources from technology based programs and state assessments. Efforts are being made to evaluate the data and use the data to drive instruction and improve student achievement.	No Development 02/24/2020		
<i>How it will look when fully met:</i>		When the implementation of a growth progress monitoring model, based on State EVAAS prediction values is complete, teachers will have specific academic data to drive instruction that is designed to meet individual needs of students. As a result, at least 29 percent of the students will be proficient in Reading and Math by the end of the 2019 - 2020 school year. Small focus groups with interventionists, Extended Day, EVAAS growth monitoring spreadsheet, IReady, Case 21 data, Reteaching		Gwendolyn Jackson-Taylor	09/01/2020
<b>Actions</b>			<b>3 of 4 (75%)</b>		
	2/25/20	All teachers will administer Case 21 benchmark testing in reading, and math for the first three quarters. Teachers will disaggregate the data to determine topics for reteaching, enrichment, and refocus of small groups	Complete 03/13/2020	Cynthia Coward	07/15/2019
		<i>Notes:</i> The Case 21 benchmark tests were scheduled for the 2019-2020 year before the start of the year. The teachers followed the testing schedule for administering the test. The results were given to the teachers. They met in their PLC to disaggregate the data and refocus their small groups for small group instruction.			
	2/25/20	All teachers will participate in Data Dig days to disaggregate data, and plan next steps in revising focus groups, reteaching and enrichment.	Complete 01/23/2020	Gwendolyn Jackson-Taylor	01/23/2020
		<i>Notes:</i> Each PLC met for a full day to review data, create intervention and enrichment plans based on the data, and create small groups based results from Case 21 assessments.			
	2/25/20	All Staff will participate in professional development for reading and math.		Pamela Baldwin	10/01/2020
		<i>Notes:</i>			

2/25/20	"The Testing Coordinator will disaggregate EOG student performance data subgroups: for example race, ethnicity, gender, special education, and ELL learners." "	Complete 06/24/2020	Patrice Johnson	06/24/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Global Scholars Academy has hosted several parent engagement events throughout the school year. However, the attendance of parents has been marginal compared to the number of students in our school. It is our expectation to increase communication with parents and to offer parent engagement events that will involve the students.	Limited Development 02/25/2020		
<i>How it will look when fully met:</i>		At full implementation, GSA will offer several opportunities for parent engagement and school/parent communication throughout the school year. This is in anticipation of increased parental presence at school functions, as well as reinforced efforts at home. We are aiming for 10% parent engagement by the end of the 2019-2020 school year. Parents receive weekly THT (Eng./Spanish) along with weekly News Letter.		Linda Cato	09/01/2020
<b>Actions</b>			<b>4 of 5 (80%)</b>		
2/25/20		Provide opportunities for parents and scholars to discuss academic progress and support by completing parent student compacts.	Complete 07/13/2019	Gwendolyn Jackson-Taylor	07/13/2019
<i>Notes:</i>		Open house was scheduled on July 13, 2019. Kindergarten-5th grade open house was 9:00 am-11:00 am. Middle Grades (6-8) open house was 10:15 am-12:00 pm. Parents were given a beginning of the year packet to complete which included the student/parent/school compact.			
2/25/20		Utilize communication tools such as Class Dojo, Take Home Tuesday folders, BrightArrow Communication and Good News postcards to keep parents informed.	Complete 07/15/2019	Andrea Carroll	07/15/2019

*Notes:* Staff uses Class Dojo to communicate with parents individually or as a group. BrightArrow messages are sent to inform families of school events and important documents that are sent home. Teachers fill out good news postcards and mail them to the students home. Take Home Tuesday Newsletters are created and sent home each Tuesday.

2/25/20 Parents will participate in Parent Empowerment sessions to enrich households with tools and knowledge for at home success.

Complete 04/30/2020

Andrea Carroll

08/15/2019

*Notes:* Parent Empowerment Meetings were scheduled ahead of time for the 2019-2020 year. There was a designated topic for each meeting.

2/25/20 Enhance parent awareness by providing opportunities for parents to fellowship with their scholars and staff to share pertinent topics of interest

Complete 01/16/2020

Gwendolyn Jackson-Taylor

10/17/2019

*Notes:* Parent Conference Dinner Nights were held on October 17, November 14, & January 16 to update on absenteeism, discipline referrals, and grade level academic progress.

2/25/20 Reestablish the Global Scholar garden to engage staff, students, parents and community partners

Seanyea Rains

09/15/2020

*Notes:*