

# GOALS Academy

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	GOALS Academy
<b>Street</b>	412 W. Carl Karcher Way
<b>City, State, Zip</b>	Anaheim, CA 92801
<b>Phone Number</b>	(714) 563-2390
<b>Principal</b>	Dr. Debra J. Schroeder
<b>E-mail Address</b>	DSchroederGOALS@gmail.com
<b>Web Site</b>	<a href="http://goalsacademy.us/">http://goalsacademy.us/</a>
<b>CDS Code</b>	30-66423-0131417

## School Description and Mission Statement (School Year 2016-17)

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GOALS Academy is a public charter school authorized by the Anaheim Elementary School District to serve scholars in Grades TK-6. Its first year of operation was the 2015-2016 school year with an enrollment of 200 scholars. The projected maximum enrollment to maintain a small school environment is 240 for the 2016-2017 school year and beyond. The school maintains a strength-based philosophy with a rigorous academic program and a highly enriched curriculum. Academically, GOALS Academy differentiates instruction, applies multimodal pedagogy, monitors growth, and adjusts instructional support as needed to ensure each scholar's maximum growth. In addition to traditional academic areas, visual/performing arts (e.g., chorus, dance, drama, instrumental music, and visual arts), STEAM (including computer programming, drones, and robotics), and athletics are offered so scholars can discover their interests and talents and convert them into strengths. GOALS Academy also emphasizes the development of VIA (Values in Action) character strengths under the "umbrella" virtues of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. There is strong family involvement in the school with many unique opportunities to be part of the school community.

### MISSION

The mission of GOALS Academy is to produce well-rounded, self-confident, community-conscious, high achieving graduates who successfully transition into higher levels of education, community involvement, and citizenship. GOALS Academy will achieve these goals through a strength-based, comprehensive academic program with enrichment in visual/performing arts, STEAM, athletics, and service learning.

### VISION

Members of the GOALS Academy create an enriched and engaging learning environment in which interests are discovered and transformed into strengths. Character is refined through self-awareness, acceptance of others, and service to the community. Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

Additionally, GOALS Academy's education program is based on developing the following aptitudes:

- Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and social science
- Awareness and development of personal talents (e.g., academic, athletic, visual/performing arts, and social-emotional) that become ability strengths
- Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths
- Healthy habits of diet, exercise, and mental well-being
- Leadership and teamwork skills developed through athletics, learning, and service opportunities
- Sense of responsibility for his or her community
- Experience and commitment to help others through service
- Appreciation for the purpose and value of life-long learning in formal and informal settings
- Understanding of career pathways and how to access them, including the ability to excel in a technological world

These aptitudes will enable scholars to become intrinsically motivated, competent, life-long learners.

GOALS Academy opened in 2015-16 and enrolled 200 students in TK/kindergarten through Grade 6 (as of June 10, 2016). The student body is more diverse than the surrounding traditional public schools with the following demographics:

- 70% Hispanic/Latino, 15% White, 7.73% Asian, 5% African American .91% Native Hawaiian or Other Pacific Islander, and 1.35% Other
- 24.09% English Learner
- 63.64% Socio-economically Disadvantaged

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	58
Grade 1	25
Grade 2	30
Grade 3	31
Grade 4	22
Grade 5	18
Grade 6	12
<b>Total Enrollment</b>	<b>196</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.5
Asian	5.1
Filipino	1
Hispanic or Latino	70.9
Native Hawaiian or Pacific Islander	0
White	16.3
Two or More Races	3.1
Socioeconomically Disadvantaged	66.8
English Learners	23
Students with Disabilities	1
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	n/a	7	8	8
Without Full Credential	n/a	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	n/a	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	n/a	0	0
Total Teacher Misassignments *	n/a	0	0
Vacant Teacher Positions	n/a	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2015

For English-Language Arts, the teacher and scholars use Houghton Mifflin Common Core materials. However, a Reading Workshop approach is used with an emphasis on classroom libraries and self-selected reading materials. For Grades TK-1, Zoophonics is used to teach decoding to beginning readers. Reading A-Z is also used as a resource for all grade levels.

For mathematics, Go Math! is used. However, teachers supplement this program heavily to meet the needs of all scholars. For science, the teachers create their own units of study based upon the Next Generation Science Standards. For social studies, historical fiction literature, as well as field trips, enrich the scholars' experiences.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2014 Common Core Edition (2015)	Yes	0
Mathematics	Houghton-Mifflin CA Edition Go Math! 2015 (2015)	Yes	0
Science	Studies Weekly (2015) and Core Knowledge (2015)	No	0
History-Social Science	Studies Weekly (2015) and Core Knowledge (2015)	No	0
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

GOALS Academy operates in a newly-permitted classroom building, which was inspected and approved by Orange County Public Works prior to the first day of instruction on August 17, 2015. Beginning in the 2016-2017 school year, GOALS Academy will utilize the State of California Facilities Inspection Tool School Facility Conditions Evaluation to conduct semi-annual facilities inspections. The first evaluation will take place in August 2016, with the second one occurring prior to the end of 2016-2017 school year.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		The air conditioning units will be inspected and repaired prior to the start of the 2016-2017 school year.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		While the girls' restroom is functional, there are plans to proactively renovate it during the summer of 2017.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Due to the erosion of asphalt in north playground/parking area, there are plans to replace the asphalt and seal it during the fall of 2016. Additionally, the north gates will be improved for ease of opening/closing them.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: August 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy		31		26		48
Mathematics		30		22		36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	31	29	93.5	37.9
	4	22	22	100.0	27.3
	5	19	19	100.0	26.3
	6	11	10	90.9	30.0
Male	3	17	15	88.2	46.7
	4	11	11	100.0	27.3
Female	3	14	14	100.0	28.6
	4	11	11	100.0	27.3
Hispanic or Latino	3	16	16	100.0	18.8
	4	13	13	100.0	38.5
	5	12	12	100.0	16.7
Socioeconomically Disadvantaged	3	17	17	100.0	11.8
	4	17	17	100.0	35.3
	5	15	15	100.0	26.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	31	29	93.5	48.3
	4	22	22	100.0	27.3
	5	19	19	100.0	15.8
	6	11	10	90.9	10.0
Male	3	17	15	88.2	60.0
	4	11	11	100.0	45.5
Female	3	14	14	100.0	35.7
	4	11	11	100.0	9.1
Hispanic or Latino	3	16	16	100.0	37.5
	4	13	13	100.0	30.8
	5	12	12	100.0	16.7
Socioeconomically Disadvantaged	3	17	17	100.0	23.5
	4	17	17	100.0	29.4
	5	15	15	100.0	20.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)			26			39			54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	19	19	100.0	26.3
Hispanic or Latino	12	12	100.0	16.7
Socioeconomically Disadvantaged	15	15	100.0	26.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5	15.8	26.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Parents’ support for their children’s education and engagement in the school are essential to maximize the effectiveness of GOALS Academy. During Parent/Scholar/Teacher Conferences after the first and second trimesters, parents review the progress of their children by acknowledging strengths, analyzing assessment scores, perusing portfolios, and discussing motivational levels and behavioral decisions. This information is documented in the trimester report cards, as well as in an addendum to each trimester report card with specific benchmark data.

Teachers send out weekly or bi-weekly electronic communiques that are specific to their classrooms to parents. GOALS Academy also publishes weekly updates to Facebook, as well as sends out phone messages. Additionally, a parent newsletter is sent out monthly in an electronic and hard copy format with an emphasis on scheduled events. GOALS Academy’s performance data, events, and success stories are shared via this multiple venues.

Parents, teachers, and staff participate in monthly meetings of the Family and Staff Team (F.A.S.T.), as well as monthly meetings of the School Site Council (SSC). Governance Committee Meetings also occur monthly, and all parents are welcomed to attend. For more information regarding these meetings, as well as other ways to become involved in GOALS Academy, please contact Dr. Debra J. Schroeder, the Founding Director, at DSchroederGOALS@gmail.com or (714) 563-2390.



## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0
<b>Expulsions</b>	n/a	n/a	0	n/a	n/a	0	n/a	n/a	0

### School Safety Plan (School Year 2016-17)

As a new school, GOALS Academy holds a Certificate of Occupancy issued by Orange County Public Works prior to the start of the 2015-2016 school year. The school conducts monthly emergency drills, alternating among earthquake, fire, and intruder on campus scenarios. The most recent Safe School Plan was approved on October 14, 2016 by the School Site Council, as well as the GOALS Academy Governance Committee. Some details include the following:

- Staff members will provide support for arrival and dismissal of scholars at the north (pedestrian) and south (vehicle) sides of the school
- Gates will be locked during the instructional day, with pedestrian access on the north side controlled by a combination lock
- Staff, parents, and volunteers will be given badges for ease of identification
- Teachers, instructional assistants, and the director will be equipped with communication devices when outside of their classrooms with their scholars (e.g., walkie-talkies and/or cell phones)
- Through the support of instructional assistants, the adult:scholar ratio during breakfast, recess, and lunch will be no more than 1:30
- All GOALS Academy staff will be first aid and CPR trained and certified
- Illuminate (the school's Student Information System or SIS) is used to track various forms of data associated with physical safety
- The building and grounds will be kept clean and well maintained through the efforts of staff and the purchase of supplies
- The building will be supported by the necessary utilities
- The school will be covered by the appropriate insurance

The complete Safe School Plan can be accessed on the school's webpage at <http://goalsacademy.us/>.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	
<b>Percent of Schools Currently in Program Improvement</b>	N/A	

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a				n/a				30		2	
1	n/a				n/a				30		1	
2	n/a				n/a				30		1	
3	n/a				n/a				30		1	
4	n/a				n/a				24		1	
5	n/a				n/a				n/a			
6	n/a				n/a				n/a			
Other	n/a				n/a				30		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.20	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,416 (2015-16)	2385	8031	\$40,000
District	N/A	N/A	\$5,401.79	\$85,962
Percent Difference: School Site and District	N/A	N/A	48.7	-53.5
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	41.5	-46.8

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

During the instructional day, each classroom has the support of a credentialed teacher, as well as a highly qualified instructional assistant. Volunteers and fieldwork college students are also welcomed to further decrease the adult:scholar ratio. This staffing and infusion of volunteers permit greater differentiation of instruction for each scholar. Additionally, teachers offer tutoring after-school on an as-needed basis to provide both individual and small group support.

During the 2015-2016 school year, the special education program was contracted through the Anaheim Elementary School District. Plans are in place to become a member of the El Dorado SELPA for the 2016-2016 school year, which specializes in meeting the needs of public charter schools.

After school, most of GOALS Academy scholars are involved in GOALS for GOALS Academy, a program funded through an ASES Grant. In addition to homework support and athletics, including ice hockey, scholars have the opportunity to participate in various visual/performing arts classes taught by specialists in the field (e.g., musical theater, instrumental music, art, and dance).

GOALS Academy also offers a full-service breakfast and lunch program, with the majority of the scholars qualifying for the free/reduced meal program.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,821	\$44,573
<b>Mid-Range Teacher Salary</b>	\$86,032	\$72,868
<b>Highest Teacher Salary</b>	\$103,026	\$92,972
<b>Average Principal Salary (Elementary)</b>	\$123,733	\$116,229
<b>Average Principal Salary (Middle)</b>		\$119,596
<b>Average Principal Salary (High)</b>		\$121,883
<b>Superintendent Salary</b>	\$242,688	\$201,784
<b>Percent of Budget for Teacher Salaries</b>	38%	39%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

TOPICS

Prior to the first day of instruction for the 2015-16 school year, GOALS Academy teachers participated in ten days of professional development. Topics included during these ten days, as well as during the school year, included:

- The Daily 5 in Reading
- CAFÉ in Reading
- Zoophonics
- Writers Workshop
- Go Math!
- Core Knowledge by E. D. Hirsch
- Common Core State Standards (CCSS)
- Response to Instruction and Intervention (Rti)
- Backwards Design and Standards-Based Lesson Planning
- Using Assessments and Data to Inform Instruction
- Instructional Differentiation
- BTSA

METHODS

In addition to the pre-service professional development each summer, GOALS Academy teachers participate in ongoing training in the school’s philosophy, instructional materials, and pedagogy, with specific support related to each staff member’s areas of responsibility (e.g., content areas, intervention/enrichment areas, and grade levels). During weekly collaboration time, teachers will develop and analyze curriculum across the grade levels, discuss effective instructional strategies, examine scholars’ work and assessment data, engage in “learning conversations,” and/or review professional literature and research regarding curriculum and pedagogy.

## SUPPORT DURING IMPLEMENTATION

In 2015-16, five of the seven GOALS Academy teachers are highly experienced. The two new teachers are participating in BTSA (one is in Year 1 and the other is in Year 2). A GOALS Academy teacher serves at the BTSA Support Provider. The School Director meets with and coaches teachers individually, and as needed. Additionally, the Director conducts informal classroom observations at least once a week and holds follow up meetings with teachers. Formal observations are conducted two times a year.