

Charter School Renewal Application

Submitted to: *Douglas County School District - Choice Programming*

Submitted by: *Global Village Academy - Douglas County*

Submitted at: *09/02/2024 09:25 PM*

Application Elements

A) Basic School Information & Required Attachments

1. Basic School Information

Status: Completed

Form Result

Mission & Vision

Global Village Academy Mission Statement

Global Village Academy students will become fluent and literate in English and a second-world language, excel academically in core content subjects, and develop 21st-century skills, including cross-cultural understanding.

Global Village Academy Vision Statement

Global Village Academy is a world-class school that supports P-16 education in English and a second world language and promotes college and workforce readiness in a global economy, as well as 21st-century skills, including the ability to work in cross-cultural situations.

Grades served at your school (any and all educational services you provide (i.e. Preschool, Homeschool, Post-Secondary Classes, etc.)	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1st Grade <input checked="" type="checkbox"/> 2nd Grade <input checked="" type="checkbox"/> 3rd Grade <input checked="" type="checkbox"/> 4th Grade <input checked="" type="checkbox"/> 6th Grade <input checked="" type="checkbox"/> 5th Grade
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Total Enrollment 385

% Free or Reduced Price Lunch Students 22

% Special Ed Students 11

% Multilingual Learners Students 15

Evaluation Rubrics

This application element is not evaluated

2. Required Attachments

Status: **Completed**

Form Result

Mission and Vision Statements and narrative that describes programs, procedures, and curriculum that demonstrate alignment with the mission and vision statement.

Mission-Vision-Programs-Curriculum.doc

16.81 KB • Added 2 months ago

Unified Improvement Plan and progress toward achieving the goals set forth.

UIP 23-24.pdf

209.59 KB • Added 2 months ago

Other interim testing, standardized testing or other metrics the school uses to measure progress.

Assessment.doc

13.62 KB • Added 2 months ago

State reports (SPF) on academic progress and growth.

Performance Framework 23-24 1-Year.pdf

305.44 KB • Added 2 months ago

Parent satisfaction survey and other parent/community surveys. (These may be combined into one summary report.)

Survey Data.doc

15.51 KB • Added 2 months ago

Areas of perceived strengths in the program and any areas identified as areas in need of improvement.

Program Strengths.doc

13.73 KB • Added 2 months ago

Other particular achievements you would like the Board to be aware of.
For example... John Erwin, Governors distinguished.

Awards and Accolades.doc

13.99 KB • Added 2 months ago

Board Conflict of Interest forms

Conflict of Interest.pdf

435.83 KB • Added 2 months ago

ESP Agreement, if applicable.

Enrollment Preferences, Selection Methods, Enrollment Timelines and Procedures.

Enrollment Process.doc

14.6 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

B) Mission and Key Design Elements

1. Mission & Key Design Elements

Status: **Completed**

Form Result

(1) State the school's vision and mission.

Mission and Vision

Global Village Academy Mission Statement

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Global Village Academy Vision Statement

Global Village Academy is a world-class school that supports P-16 education in English and a second world language and promotes college and workforce readiness in a global economy, as well as 21st-century skills, including the ability to work in cross-cultural situations.

(2) Describe the school's educational philosophy.

Mission and Vision

Global Village Academy Mission Statement

Global Village Academy students will become fluent and literate in English and a second-world language, excel academically in core content subjects, and develop 21st-century skills, including cross-cultural understanding.

Global Village Academy Vision Statement

Global Village Academy is a world-class school that supports P-16 education in English and a second world language and promotes college and workforce readiness in a global economy, as well as 21st-century skills, including the ability to work in cross-cultural situations.

(3) What are the school's key design elements? What have you implemented since your last charter renewal in response to student/community needs? Have there been any focused changes to curriculum, professional learning, or student supports? Emphasize the unique and innovative features of the educational program.

Key Design Elements

GVA's educational strategy highlights the benefits of early language immersion in an environment that aligns Colorado's educational standards with instruction from native-language educators. Unlike programs that offer a single world language or limit language instruction to one class, GVA students begin kindergarten with at least 50% of their content instruction delivered in their chosen world language. This approach ensures that language immersion is an integral part of their education from the start.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Curriculum

Status: **Completed**

Form Result

(1) Describe the school's curriculum and how it is aligned to the state standards.

Curriculum

Curriculum and Alignment

At GVA, the curriculum is defined by the Colorado Academic Standards, including the Common Core Standards. These standards guide the selection of instructional materials, which are chosen to bridge the global achievement gap and ensure alignment with our educational goals.

- **Ready Common Core Mathematics:** This program enables teachers to create dynamic classrooms where students of all levels become active problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and establish strong mathematical habits. The embedded Standards for Mathematical Practice help deepen students' understanding of concepts by connecting prior knowledge across grade levels.
- **Benchmark Advance:** Aligned with Science of Reading research, this core language arts program provides a cohesive structure for developing literacy skills and content knowledge. It builds strong foundations through explicit, systematic instruction linked to contextualized practice.
- **E.L. Achieve:** This program supports our Multi-Language Learners, particularly newcomers, aligning with the Common Core Standards for English Language Arts. It is informed by the Next Generation English Language Development (ELD) Standards and the U.S. DOE English Learner Toolkit, ensuring consistent language and literacy development.
- **Amplify Science:** Science is taught through this phenomena-based program, which combines hands-on investigations, literacy-rich activities, and interactive digital tools. It meets both Colorado Academic Standards and the Next Generation Science Standards.
- **Language Immersion:** GVA offers instruction in French, Mandarin, and Spanish. Each language program aligns literacy and language development with ACTFL and the 2020 World Language Standards, focusing on the four key language skills: listening, speaking, reading, and writing.
 - **Communication:** Effective communication in multiple languages for various situations and purposes.
 - **Cultures:** Intercultural communication enhanced by cultural competence and understanding.
 - **Connections:** Linking language learning with other disciplines to gain diverse perspectives for academic and career-related applications.

- **Comparisons:** Gaining insights into the nature of language and culture to interact with cultural competence.

GVA uses a variety of instructional resources to support world language literacy, including Mandarin Matrix, Level Learning, Cap Sur, Clementine, Pass Education, and Adelante. These resources align with the Colorado Academic Standards for World Languages and the World-Readiness Standards for Learning Languages.

(2) Describe the school's process and rationale for reviewing and revising the curriculum as needed.

Reviewing and Revising Curriculum

GVA is committed to continuous improvement through regular review of student achievement and growth data. When curricular needs are identified, GVA follows a review and adoption process involving stakeholders such as teachers, administrators, and parents. Materials from major publishers are evaluated using the EQulP rubric for ELA and Math before recommendations are made to the Board of Directors.

(3) Describe the school's Social Emotional Learning Curriculum and its implementation.

Social Emotional Learning Curriculum and Implementation

GVA enhances school safety and promotes positive behavior through Positive Behaviors, Interventions, and Support (PBIS). Behavioral expectations are taught using a Behavior Matrix, with tiered interventions for students who struggle to meet these expectations. GVA Dragons are guided by principles of respect, responsibility, and readiness to learn.

Our social-emotional curriculum includes the *Zones of Regulation*, a framework designed to support positive mental health and social/emotional learning (SEL) for all students. This framework serves as an inclusion strategy for learners with neurodiversities and those with specific social, emotional, and behavioral goals. The *Zones of Regulation* integrates best practices in Trauma-Informed Care and mental health supports, aligning closely with the CASEL core competencies. It provides a neutral, systematic framework that enhances communication between students and staff. While all staff members are trained in the *Zones of Regulation*, classroom lessons and small group instruction are delivered by our mental health professionals.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

3. Assessment

Status: Completed

Form Result

(1) Describe the school's assessment systems and how they are used to improve instructional effectiveness and student learning.

Assessment System and Instructional Effectiveness

GVA uses a variety of assessments to ensure students meet or exceed proficiency across all academic areas.

- **i-Ready:** This online program supports reading and mathematics instruction by identifying student needs, personalizing learning, and monitoring progress. It includes:
 - **i-Ready Diagnostic:** An adaptive assessment that tailors questions to a student's abilities, providing insights to support individualized learning.
 - **i-Ready Personalized Instruction:** Provides lessons based on individual skill levels and needs, allowing students to learn at their own pace.
- **Colorado Measures of Academic Success (CMAS):** Students in grades 3-6 participate in CMAS assessments, which, alongside MAP assessments, inform school-wide improvement goals documented in the Unified Improvement Plan.
- **Target Language Assessments:** Immersion teachers use tools like Adelante, DELF, and Level Learning to assess and monitor student progress in their target languages. The Standards-based Measurement of Proficiency (STAMP), aligned with ACTFL proficiency scales, is a key assessment for gauging language program success.
- **Optional Target Language Assessments:** GVA offers opportunities for students to earn internationally recognized certifications in their target languages, such as the DELE Spanish Diploma, DELF Prim, Youth Chinese Test (YCT), and Chinese Proficiency Test (HSK).
- **ACCESS:** All English Language Development (ELD) students take the ACCESS test, evaluating ELD programming and teacher effectiveness based on WIDA standards.

(2) Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Use of Data for Continuous Improvement

Monitoring student progress through frequent assessments is essential to reflective teaching and student success. GVA regularly evaluates student outcomes relative to standards mastery and encourages teacher reflection on instructional practices. Formative assessments, feedback, and student conferences provide opportunities for active participation in the learning journey, leading to content mastery and continuous improvement.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

4. Organizational Capacity

Status: **Completed**

Form Result

(1) Describe the school's organizational structure and roles of responsibilities of key personnel. Be sure to include the following in your response:

Process and system for decision-making

Organizational Structure and Responsibilities

Global Village Academy Douglas County (GVA-DC) is part of a broader network of charter schools. The local governing board of GVA-DC comprises four members, each tasked with overseeing the school's operations at the local level. Each of the three Global Village Academies maintains its own governing board, with two members from each local board serving on the Network Board, known as the Global Village Academy Collaborative (GVAC). This collaborative structure ensures that each academy is represented in network-wide governance while contributing to the shared administrative central costs outlined in the "joinder" agreement. This agreement integrates each academy into the GVAC network, eliminating the need for individual contracting of services.

The GVAC operates as a public, nonprofit organization authorized under Colorado statute, with the primary purpose of providing centralized services to member schools, ensuring the fidelity of educational programs, and supporting the overarching mission and vision of the network.

Responsibility for day-to-day operations at each Global Village Academy is delegated to the Principal by the local governing board. Together, the local board and Principal establish clear operational and educational goals, including adherence to state and federal mandates such as those outlined in the No Child Left Behind Act. The performance of both the Principal and the school is measured against these established goals. While the Douglas County School District authorizes the charter contract and maintains appropriate oversight, GVA-DC retains its autonomy, with the district's oversight focused on ensuring that the school meets or exceeds the conditions stipulated in the charter contract.

The GVAC serves as the central service provider and partner organization for its multilingual immersion schools, fostering academic excellence, linguistic proficiency, and cultural competence across the network. The GVAC Board governs the central administrative team, which provides essential services such as strategic planning, policy development, leadership mentoring, financial and payroll services, human resource management, facilities financing, technology support, academic monitoring, and overall operational support.

The GVAC's structure is akin to a school district in that it is nonprofit and provides centralized administrative support. However, it distinguishes itself by fostering a more collaborative approach, where each local academy's board manages its own budget, staff, and operations, while also participating in the

governance of the GVAC. The GVAC is unique in its role as the sole nonprofit corporate member of each new academy as it replicates the Global Village educational model. Unlike traditional Charter School Management Organizations (CMOs), the GVAC does not manage its network schools; instead, it is governed by a majority of directors from the local school boards who also serve on the GVAC Board.

Process and System for Decision-Making

The process for decision-making at the local board and administration level is guided by the school's mission, vision, and strategic goals. In collaboration with the Board of Directors and the school principal, decisions are made to effectively manage and operate the school, prioritizing the needs of our immersion learners. Through strategic planning and evaluation of academic and financial needs, GVA identifies problems and opportunities, following a continuous improvement cycle. Information is gathered from stakeholders, including board members, administration, teachers, support staff, students, and community members, to ensure the school community's input is considered. Once information is collected, various solutions are discussed and guided by state, DCSD, and GVA board policies, ensuring alignment with GVA's mission, vision, and strategic goals. After further evidence and research are gathered, a decision is made. An implementation plan is then collaboratively created with the necessary stakeholders, identifying the resources needed to ensure fidelity in execution. Following the communication of a decision, the local board and administration address any questions and concerns. Once implemented, the decision is periodically reviewed to ensure that the implementation plan has been fulfilled.

Process and system for evaluating school leaders.

Process and System for Evaluating School Leaders

The GVA Board of Directors holds ultimate responsibility for hiring and evaluating the school principal. In collaboration with the GVAC Chief of Staff, the school board conducts an annual performance evaluation of the principal in accordance with C.R.S. 22-9-106. Other school leaders are evaluated by the principal. The Board of Directors works collaboratively with the Chief of Staff of GVAC to complete this process. Surveys are distributed to teachers and parents, and the GVAC Chief of Staff works with the local board to review other collected data, analyze the survey results, and provide a formal evaluation of the principal.

Process and system for evaluating and coaching teachers.

Process and System for Evaluating Teachers and Coaches

The educator effectiveness system is designed to evaluate the performance of personnel, continuously improve teaching practices, provide meaningful feedback, and inform decision-making. The goal is to ensure that multiple fair, transparent, timely, and rigorous methods are used, along with adequate feedback and professional development opportunities that support and encourage improvement. Teacher evaluations aim to support educators' professional growth to accelerate student achievement. GVA utilizes the State Model Evaluation System for Teachers in accordance with SB 10-191 (201) and SB 22-070. The principal has completed DCSD's Evaluator Training and serves as both a quality control agent and a facilitator of growth and learning. Beginning this year, the traditional announced, long-form evaluation will be replaced with multiple shorter, unannounced visits, fortified with valuable, face-to-face feedback. Teacher performance data may include observations, student data, review of lesson plans, and student work, among other elements.

Process and system for staff professional development.

Process and System for Staff Professional Development

GVA's professional development system supports ongoing learning for all educators, both licensed and classified.

Professional development opportunities focus on enhancing student learning and growth while supporting GVA's school priorities, mission, vision, and strategic goals, and fostering strong working relationships among educators.

GVA provides numerous opportunities for staff professional growth, with 15 days of professional learning embedded into the school calendar. These sessions cover a variety of topics and are delivered by GVAC's Teaching and Learning Department, school staff, and external providers based on the specific topics. The focus of professional development is driven by data, with recent emphasis on literacy development, including oracy and mathematical instruction.

Recognizing that excellent teaching and leadership are crucial to student success, educator development is key to retaining and supporting high-quality educators. All teachers new to GVA are supported through the GVAC Educator Induction program. To maximize student learning, educators are encouraged to develop and grow alongside their students. The induction program lays the foundation for continuous growth and support, whether educators are beginning their careers or transitioning to GVA with prior experience. The program content includes training on READ plans, READ assessments, AVID, alignment of Colorado Academic Standards with the curriculum, PBIS, curricular resources, ACTFL standards, and language assessments. To meet the Teacher Induction Program requirements, new educators participate in a minimum of 45 hours of professional learning.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

C) School Climate & Culture

1. School Climate & Culture

Status: Completed

Form Result

(1) Describe how the school promotes a culture of learning, scholarship and high expectations. Be sure to include the following in your response:

How the school's overall learning environment aligns with its educational program. (Evidence may include, for example, student led organizations, student achievements and recognition, adult learning communities, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities);

At Global Village Academy – Douglas County (GVA-DC), the school climate and culture are foundational to the success and well-being of our students, staff, and families. This narrative captures the daily life of a GVA Dragon, highlights the strengths and areas of growth identified by our community, and outlines the steps we've taken to foster a positive and supportive environment.

A Day in the Life of a GVA Dragon

From the moment GVA Dragons arrive at school, they are greeted warmly by staff, setting a positive tone for the day. With over 97% of students arriving on time each day, punctuality is a point of pride within our community. Shortly after 8 AM, the day begins with morning announcements, during which students engage in a variety of activities, including a greeting, lunch choices, a daily PBIS focus, the Pledge of Allegiance, and the GVA School Pledge. The school pledge, which our Dragons embody daily, is as follows:

I will honor different ways of being, acting, and believing, even if I don't agree with them.

I will do my best to solve problems peacefully.

I will speak up if I see others being treated unfairly.

We are respectful, responsible, and ready to learn.

Following the announcements, students participate in a Community Circle with their morning class, fostering positive relationships and building a sense of belonging. The rest of the day is filled with rigorous learning in both English and target language classes. In addition to core academics, GVA Dragons stretch their minds and bodies in PE, Art, or STEM specials for 45-55 minutes each day, providing classroom teachers with essential planning time. During the day, students may also receive a visit from a mental health specialist and engage in a social-emotional learning lesson, such as Sources of Strength, tailored to their grade level.

Lunch and recess breaks, supervised by administrators and support staff, allow students to recharge while providing teachers with time for Professional Learning Communities (PLC) and grade-level planning. The school day concludes with another Community Circle, where students reflect on their learning and experiences.

Data Reflecting School Culture

The positive school culture at GVA-DC is reflected in the annual School Accountability Committee Parent Survey. Parents have identified several strengths:

- **87%** feel welcomed at school.

- **93%** report having a positive relationship with their child's teacher.
- **94%** feel that the school respects and values diversity.
- **85%** believe that the school welcomes new students and families.
- **87%** understand what is expected for their student to be successful.
- **91%** feel that the school communicates effectively in various ways.

Parents also shared that the language used by teachers with their children includes phrases like "We will be working on," "Explain your work," and "You got it right." Their perceptions of classroom activities include listening to the teacher, working with others, writing, and thinking. Interactions with staff are described as respectful, supportive, helpful, collaborative, and comfortable.

Areas of Growth and Response

Parents have also identified areas for improvement, which the school has actively addressed:

- **Conflict Resolution:** A need for a clearly articulated process for resolving conflicts led to the inclusion of a detailed grievance procedure in the school handbook.
- **Homework Communication:** To address the need for clearer communication regarding homework expectations by grade level, GVA-DC implemented school-wide homework calendars and provided parent support for using different homework platforms.
- **Authentic Communication with Staff:** In response to requests for more time for authentic communication with staff, GVA-DC added additional communication platforms, including the Flyer App, and extended time during conference days.

Recognition and Community Satisfaction

Parent satisfaction is further evidenced by GVA-DC's recognition as a Colorado Parents Family Favorite and 5280 Magazine's Best of Language Immersion Schools. These accolades reflect the strong, positive climate and culture cultivated at GVA-DC, which is dedicated to continuous improvement and excellence in education.

How the school supports the social and emotional health of its students.

Social-Emotional Learning Continuum

Role of the School Counselor

The school counselor is dedicated to supporting every student within the building. Their role encompasses a variety of essential tasks aimed at promoting the social-emotional well-being of students:

- **Classroom Lessons:** The counselor delivers classroom lessons on a wide range of social-emotional topics to all students.
- **Group Counseling:** Group activities are conducted to foster student growth in areas of identified need.
- **Individual Student Planning:** The counselor helps students with goal setting, exploring interests and skills, and achieving their potential.
- **Individual Counseling:** Brief, solution-focused counseling sessions are provided to support students' academic and social-emotional success.
- **Crisis Support:** The counselor is available to provide immediate support during crises.
- **Collaboration:** The counselor works closely with school staff, families, and community agencies to ensure comprehensive support for students.
- **Referrals:** When necessary, the counselor provides referrals to appropriate community resources.

Limits of the School Counselor's Role

- The counselor does **not** take disciplinary action with students.
- The counselor does **not** exclusively provide career guidance.
- The counselor does **not** dictate decisions to parents or teachers.
- The counselor does **not** offer long-term therapy.

Zones of Regulation

The Zones of Regulation curriculum teaches students self-regulation and emotional control. Students learn to:

- Recognize their emotions and identify which "zone" they are in.
- Practice individualized strategies to regain calmness and focus, optimizing their learning environment.

Group Counseling Topics

With caregiver consent, group counseling may cover the following topics when multiple students share similar needs:

- New student support
- Friendship skills
- Social skills
- Anger management
- Worry management
- Stress management
- Adjusting to changing family dynamics
- Self-control
- Mindfulness
- Building self-esteem
- Grief recovery
- Study skills
- Conflict resolution

Classroom Counseling Lesson Topics

The following topics are addressed during classroom counseling lessons to build a strong foundation of social-emotional skills:

- Growth mindset
- Study skills
- Problem-solving skills
- Self-advocacy (asking for help)
- Responsibility
- Friendship
- Respecting differences
- Social skills
- Respect
- Empathy
- Emotions
- Mindfulness
- Self-regulation
- Coping skills
- Managing frustration/anger
- Stress management
- Conflict resolution
- Self-esteem & confidence
- Kindness
- Resiliency
- Communication
- Self-care

This continuum outlines the comprehensive support provided by the school counselor and the social-emotional learning opportunities available to students, ensuring they are equipped

to navigate their emotions, build healthy relationships, and achieve academic success.

How the school supports staff in creating a classroom environment conducive to student learning.

Staff Feedback and Actions Taken

Staff feedback from the Teacher Survey further highlights the strengths of GVA-DC's school culture:

- Colleagues are described as fun, caring, interesting, and active.
- Interactions are characterized by trust, respect, support, helpfulness, and collaboration.
- The physical environment is perceived as bright, inviting, and comfortable.
- Staff members feel happy, challenged, interested, appreciated, and supported at work.
- Other noted strengths include a high level of communication and involvement in decision-making.

In response to identified needs, GVA-DC has taken the following actions:

- **Increased Planning Time:** A 30-minute grade-level PLC and planning time was implemented daily to provide teachers with more collaboration opportunities.
- **Differentiated Professional Development:** Multiple strands of professional development were offered to meet the diverse needs of staff.

Provide and discuss TLCC survey data.

We do not administer the TLCC survey.

(2) Safety and security

Safety and security plan.

Safety and Security at Global Village Academy

At Global Village Academy – Douglas County (GVA-DC), safety is our highest priority. We are committed to creating a secure environment where students can thrive, and parents can feel confident in their children’s well-being. Our comprehensive approach to safety includes visible staff presence, strict visitor protocols, regular training, and collaboration with local law enforcement.

Visible and Welcoming Staff Presence

Our staff members are a visible, welcoming presence throughout the school. They greet students and parents daily, reinforcing a culture of safety and community. Staff consistently communicate and reinforce school rules, ensuring that everyone is aware of and adheres to the guidelines that keep our school safe.

Reporting and Monitoring

Both staff and students are encouraged to report any potential problems to school officials. Students have been educated about Text-2-Tip and Safe-2-Tell, with these resources conveniently listed on the back of their student IDs. To further enhance safety, our staff actively monitor school parking lots and common areas such as hallways, restrooms, and playgrounds.

Visitor Protocols

Visitors to GVA-DC must follow a strict check-in process before gaining access to the school building. Upon arrival, visitors press a buzzer to alert the front office coordinator. They are then asked to present a picture ID at the window and state the reason for their visit. The front office coordinator verifies the visitor’s connection to the student and the reason for the visit before granting entry. First-time visitors are required to provide their driver’s license, which is scanned into our Raptor Visitor Management System. This system helps identify registered sex offenders and other potential threats. Once cleared, visitors receive a badge that must be worn while inside the building.

Partnership with Local Law Enforcement

The Parker Police Department School Marshals visit and patrol GVA-DC multiple times daily, further ensuring the safety of our students and staff. Additionally, the administrator on duty carries a DCSD-issued walkie-talkie radio, allowing for direct communication with DCSD Security Dispatch.

Emergency Preparedness

Our school staff is trained in the Standard Response Protocol (SRP) and regularly conducts drills to prepare for emergencies. These drills help ensure that both staff and students are ready to respond effectively in any situation.

Controlled Release Procedures

To maintain security during student pick-up, GVA-DC implements a controlled release process. Parents use a QR code, which is scanned by staff members. The family number and last name are immediately displayed in their child’s classroom, signaling teachers to dismiss students to the appropriate door for either walk-up or drive-up pick-up.

Ongoing Security Enhancements

GVA-DC is committed to continuously improving our security measures. We have received bond funding to support security upgrades to the building and monitoring systems, further enhancing our ability to keep our school community safe.

Compliance and Training

Our Emergency Management and Crisis Response (EMCR) Plan is updated and on file with the Douglas County School District (DCSD). GVA-DC has also completed all requisite District Security and Data Privacy Trainings, ensuring that our staff is well-prepared to uphold the highest standards of safety and security.

At Global Village Academy, safety is not just a priority—it is a commitment we make every day to our students, staff, and families. Through vigilant monitoring, collaboration with law enforcement, and ongoing security enhancements, we strive to maintain a safe and supportive learning environment for all.

EMCR plans.

Our Emergency Management and Crisis Response (EMCR) Plan is updated and on file with the Douglas County School District (DCSD). It can be found at <https://docs.google.com/spreadsheets/d/1o8j3C5qI-XNa-0HwYuMFiwFzJI8TwxMzhmJRbnhINUK/edit?usp=sharing>

District security trainings.

GVA-DC has also completed all requisite District Security Trainings, ensuring that our staff is well-prepared to uphold the highest standards of safety and security.

District Data privacy training.

GVA-DC has completed all Data Privacy Trainings, ensuring that our staff is well-prepared to uphold the highest standards of safety and security.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Family & Community Engagement

Status: **Completed**

Form Result

(1) Explain how the school promotes family and community involvement. Be sure to include specific examples.

Evidence of how plans have been realized.

Promoting Family and Community Involvement at Global Village Academy

At Global Village Academy (GVA), we believe that student success is closely tied to active family and community involvement. Each GVA family is encouraged to commit to 30 hours of volunteer work annually, with various opportunities available to fulfill these hours. Families can assist in classrooms, organize or participate in family and community events, or serve on committees such as the Board of Directors, School Accountability Committee, or Parent Involvement Committee (PIC).

The Parent Involvement Committee (PIC), akin to a PTO, is integral to our school community. Since its inception, PIC has grown in strength and activity, with several GVA families holding key positions, including President, Vice-President, Secretary, Treasurer, Volunteer Coordinator, Fundraising Coordinator, Community Events Coordinator, and Hospitality Coordinator. GVA fosters parent involvement through a variety of community-building events. Parents are invited to participate in quarterly International Days, the annual pancake breakfast that kicks off the school year, movie nights, spirit nights at local restaurants, student socials, and the annual auction. These events are designed to build community and strengthen the connection between families and the school.

Service is a core value at GVA, both within the school and in the broader community. Students participate in initiatives like the annual Thanksgiving Basket Drive and the Giving Tree, which support families in need. Additionally, students engage in global outreach through programs like Jeans for Dreams, raising funds to help build a school in Liberia.

GVA actively participates in local community events and festivals, such as Bastille Day and the Dragon Boat Festival. Recently, we hosted student-driven events like Dia de los Muertos and a Lunar New Year celebration, further integrating our school into the community.

Plans to improve the school's partnerships with families and community.

School leadership values feedback from parents and works closely with the parent community to enhance the school experience. In response to suggestions, GVA has improved communication by incorporating The Flyer App, which parents can download to receive updates on their mobile devices. Additionally, based on input regarding the school play space, PIC successfully fundraised to add more student-selected play equipment and expanded the play area with a new blacktop surface.

GVA remains committed to encouraging parent engagement through continuous feedback, surveys, and inviting parents to join committees. By doing so, we aim to strengthen our school community and support every student's success.

(2) Describe the various partnerships the school has developed with educational institutions and/or community organizations. Be sure to include:

How these relationships promote and help achieve the school's mission.

School Partnerships with Community Organizations and Educational Institutions

Global Village Academy – Douglas County (GVA-DC) has developed a network of meaningful partnerships with various educational institutions and community organizations that align with and promote the school's mission of fostering biliteracy and multiculturalism. These relationships enrich our students' educational experiences, deepen their understanding of diverse cultures, and strengthen the community's connection to our school.

International Day Celebrations and Cultural Events

Every quarter, GVA-DC selects a country to feature during our International Day celebration. This event is a vibrant expression of our commitment to multiculturalism, as different classrooms perform cultural dances, songs, and skits related to the featured country. Students and staff often have the opportunity to taste traditional foods, and student-created artwork, inspired by the country's culture, decorates the event space. These celebrations are more than just performances; they are educational experiences that immerse our students in the cultures they study, fostering a deep appreciation for diversity.

Recently, our International Day events, such as Dia de los Muertos and Lunar New Year celebrations, have garnered significant attention. The PACE Center, recognizing the success and cultural significance of these events, has partnered with GVA-DC to host them, making these cultural celebrations accessible to a broader audience. This collaboration allows us to share the rich cultural knowledge of our students with the wider community, promoting understanding and unity.

French Department and Alliance Française de Denver

Our French department has cultivated a strong relationship with the Alliance Française de Denver, enhancing our students' exposure to French language and culture. Through this partnership, our students have participated in and sponsored Festinema Junior, a film festival that encourages students to explore foreign films and develop an analytical appreciation of cinema. This collaboration not only supports our mission of biliteracy but also broadens students' cultural horizons. GVA-DC's commitment to excellence in French biliteracy was recognized when the school was awarded the "Label FrancÉducation" distinction by the French Ministry of Foreign Affairs. This prestigious label, granted based on rigorous criteria, underscores our dedication to promoting high-level proficiency in French and English. The award was presented by French Ambassador Philippe Etienne during his visit to our

school, further solidifying the strong ties between GVA-DC and the French-speaking community.

Confucius Classroom and Chinese Language Education

The Global Village Academy Collaborative (GVAC) and GVA-DC have also been honored with the Confucius Classroom designation, a partnership aimed at strengthening Chinese language and culture programs within our school and the local area. This recognition, authorized by the Chinese International Education Foundation, is awarded to institutions with a proven track record of teaching Chinese and a partnership with a sister school in China. Through this program, our students gain deeper insights into Chinese language and culture, aligning with our mission to promote biliteracy and multiculturalism.

New Dimension of Hope and Leymah Gbowee Partnership

GVA-DC's commitment to global citizenship and cultural understanding is further exemplified by our partnership with New Dimension of Hope (NDHope), a non-profit organization dedicated to addressing poverty and empowering underserved communities through education in Liberia. This year, we are honored to welcome Nobel Peace Prize laureate Leymah Gbowee to our International Day: Liberia celebration. Ms. Gbowee, renowned for her nonviolent efforts to ensure women's safety and participation in peace-building, will engage our students in meaningful dialogue and share her powerful message with the broader community.

During her visit, Ms. Gbowee will meet with GVA-DC students, sharing childhood stories with K-3 students and leading transformational discussions with 4th-6th graders. Later that evening, she will deliver the keynote speech at NDHope's dinner and fundraising gala, an event that will also feature performances by our students. This partnership not only brings global perspectives into our school but also allows our students to actively participate in efforts that promote education and social change.

How they align with the school's education program.

These partnerships with educational institutions and community organizations are integral to GVA-DC's mission of promoting biliteracy and multiculturalism. By engaging with these organizations, we provide our students with rich, diverse learning experiences that go beyond the classroom, fostering a deep appreciation for the languages and cultures they study. Through these collaborations, GVA-DC continues to be a beacon of cultural understanding and global citizenship, preparing our students to thrive in a diverse and interconnected world.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

D) Board Governance

Status: Completed

Form Result

(1) Provide evidence that the board governs the school effectively. Be sure to include the following in your response:

Evidence that the board has the appropriate skills (legal, financial, educational, community, etc.) and experience to govern the school effectively.

Orientation and Training Requirements

Serving on the Board of Directors for a charter school or a charter collaborative is both rewarding and challenging. Board members must become familiar with a range of critical materials to govern effectively and wisely. The orientation process, typically spanning three to four months, is designed to equip new members with the knowledge needed to perform their duties competently. During this time, board members are expected to familiarize themselves with the following key documents and resources:

- GVA Bylaws, GVAC Bylaws, and the GVA/GVAC contract
- History of GVA and GVAC
- Charter School Application (optional but instructive)
- Current charter school contract with the school's authorizer
- GVAC/GVA Board of Directors Policy Manual: Governance & Administration Policies
- GVAC-GVA Employee Handbook
- GVA Parent & Student Handbook
- Colorado Standards & Indicators for Continuous School Improvement, with a focus on Standard 9 (Strong Board Governance) and Standard 10 (Sound Fiscal Management)
- Glossary of Terms for Charter Schools

In addition to these materials, new board members are required to complete the following League of Charter Schools Training Modules:

- Module 1: Legal Responsibilities
- Module 2: Board Roles and Responsibilities
- Module 3: Building a Strategic Board
- Module 5: Financial Oversight
- Module 6: Strategic Planning

These training modules ensure that board members are well-versed in their legal responsibilities, understand their roles within the board, and are equipped to participate effectively in strategic planning and financial oversight.

Information on the board's priorities for recruitment of additional members and how the board recruits and selects new board members.

The Global Village Academy (GVA) and Global Village Academy Collaborative (GVAC) Boards prioritize the recruitment of additional board members who align with the organization's mission and possess the necessary skills and characteristics to effectively govern. The recruitment and selection process is structured to ensure that new members are well-equipped to contribute to the board's responsibilities and uphold the high standards expected of board members.

Recruitment and Selection Process

The boards seek individuals who are visionary, future-focused, and possess an entrepreneurial spirit, essential for navigating the dynamic environment of charter school governance. Prospective board members must be excellent communicators, capable of engaging with diverse stakeholders, and systems thinkers who can identify and address the root causes of challenges within the educational landscape. Additionally, candidates should demonstrate creativity in forming partnerships that advance the school's mission and a deep appreciation for diversity, recognizing its role in fostering innovation and organizational learning. A commitment to building a learning organization and pursuing educational excellence is also crucial.

Evidence that the board sets school goals aligned to the mission.

The Global Village Academy (GVA) and Global Village Academy Collaborative (GVAC) Boards are committed to regularly monitoring progress relative to their established priorities, ensuring that the school consistently moves toward achieving its mission and vision. This commitment is evident in the structure and focus of the monthly board agendas, which are designed to provide a comprehensive review of the board's goals and priorities.

Evidence that the board regularly monitors progress relative to its priorities.

Each month, the board agenda includes a dedicated section for reviewing progress on key priorities, ensuring that these critical areas remain at the forefront of board discussions and decision-making. Among these priorities, the board consistently monitors:

1. **Unified Improvement Plan (UIP):** The board regularly reviews the Unified Improvement Plan to track progress on academic performance goals and to ensure that the school's instructional strategies are effectively addressing student needs. This ongoing review allows the board to make data-driven decisions and adjust strategies as needed to improve student outcomes.
2. **Fiscal Management:** Sound financial oversight is a cornerstone of the board's responsibilities. During each monthly meeting, the board reviews financial reports to assess the school's fiscal health, ensuring that resources are being allocated efficiently and that the school remains on solid financial footing. This review includes monitoring budget adherence, evaluating financial forecasts, and ensuring compliance with financial policies.
3. **Legal Responsibilities:** The board's commitment to legal compliance is reinforced through regular updates on legal matters, including adherence to state and federal laws, charter contract requirements, and policies. By keeping legal responsibilities as a standing item on the agenda, the board ensures that it is consistently operating within the bounds of the law and addressing any legal issues proactively.
4. **Strategic Planning:** The board places a strong emphasis on strategic planning, regularly reviewing the school's long-term goals and the strategies in place to achieve them. This ongoing focus allows the board to stay aligned with the school's mission and vision, adjust to changing circumstances, and ensure that the school is well-positioned for future success.

Through this structured approach to monitoring progress, the board ensures that it remains accountable to stakeholders, maintains transparency in its operations, and continuously drives the school toward achieving its goals. The regular review of these key areas not only reinforces the board's commitment to its priorities but also provides a clear framework for making informed decisions that support the long-term success of the school.

Evidence that the board has adequate numbers and regularly has a quorum, according to its bylaws.

The Global Village Academy (GVA) Boards are structured to ensure effective governance and compliance with their bylaws, which require a specific composition and regular attendance to maintain a quorum. The board's composition and roles are designed to support robust decision-making and strategic oversight, with a focus on fulfilling the school's mission and vision.

Board Structure, Roles, and Composition

The GVA Boards generally consist of five members, including three key officers: the President, Secretary, and Treasurer, along with two at-large members. This structure ensures that the board has the leadership and diversity of perspectives necessary to govern effectively. Additionally, the local board president and two other board directors serve on the central GVAC Board, which provides cohesive governance across the organization. Currently, the board is composed of four active members who regularly attend meetings, allowing the board to consistently meet quorum requirements as stipulated in its bylaws. The regular attendance of these members ensures that the board can conduct its business effectively, make timely decisions, and fulfill its governance responsibilities. The board is actively seeking a fifth member to complete its composition, further strengthening its capacity to oversee the school's operations and strategic direction.

Evidence of Quorum and Adequate Numbers

The consistent attendance of the four current board members provides the necessary quorum for meetings, enabling the board to legally conduct its business and make decisions in accordance with its bylaws. The pursuit of a fifth member underscores the board's commitment to maintaining a full complement of members, which not only enhances its governance capabilities but also ensures that it continues to meet quorum requirements reliably.

In summary, the GVA Board's structure, with its defined roles and composition, ensures that it has adequate numbers and regularly achieves quorum. The active participation of its members and the ongoing recruitment of a fifth member demonstrate the board's commitment to effective governance and its adherence to the bylaws that guide its operations.

Evidence that the board evaluates the school leader(s), school business administrator, and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.

The Global Village Academy (GVA) Board of Directors is committed to maintaining high standards of leadership and accountability within the school. As part of this commitment, the board conducts a formal performance evaluation of the school principal on an annual basis. This rigorous evaluation process ensures that the school leader is held accountable for meeting specified goals and continues to effectively lead the school community.

Annual Performance Evaluation Process

The annual performance evaluation of the school principal is a comprehensive process that includes both qualitative and quantitative data. The evaluation consists of several key components:

1. **Stakeholder Surveys:** Feedback is collected from various stakeholders, including staff, parents, and community members. These surveys provide valuable insights into the principal's leadership effectiveness, communication, and impact on the school environment.
2. **Formal and Informal Observations:** The principal's performance is assessed through a series of formal and informal observations. These observations focus on leadership practices, decision-making processes, and the principal's ability to foster a positive school culture.
3. **Student Performance Metrics:** The evaluation includes an analysis of student performance data, aligning the principal's accountability with the academic success of the students. This data-driven approach ensures that the principal's goals are directly tied to student outcomes.

The evaluation process is a collaborative effort, involving the GVAC Executive Director, the GVA Board President, and the school principal. Together, they compile and analyze the qualitative and quantitative data gathered from the various components. The comprehensive review of the principal's performance is then presented in an executive session each spring to the full GVA Board of Directors.

Accountability and Positive Working Relationships

This thorough and collaborative approach to the principal's performance evaluation serves to maintain a strong, positive working relationship between the board and the school leader. By holding the principal accountable for meeting specified goals, the board ensures that leadership remains aligned with the

school's mission and vision, ultimately supporting the success of the entire school community.

In summary, the GVA Board of Directors' annual performance evaluation of the school principal is a critical process that combines stakeholder input, observational data, and student performance metrics to provide a well-rounded assessment. This process not only holds the principal accountable but also reinforces the board's commitment to maintaining high standards of leadership within the school.

4o

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

E) Access & Equity

1. Special Education

Status: Completed

Form Result

(1) Describe the steps the school takes to identify students in need of Special Education services.

At Global Village Academy, students with potential special needs are identified through the Response to Intervention (RtI) process or via a written parent request. In the RtI process, students struggling with Tier 1 general classroom instruction receive Tier 2, research-based interventions tailored to their area of need by the classroom teacher and/or reading interventionist. Specific goals are established, and progress is closely monitored. Parents or guardians are kept informed throughout this process. If, after 6-12 weeks, the student has not made adequate progress, a meeting is convened with the parents or guardians, classroom teacher, and special education teacher. With parental consent, the special education teacher initiates a referral and secures permission to conduct evaluations, which assist the team, including the parents, in determining whether the student has a disability affecting classroom performance. Upon receiving consent, the Special Education Team has 60 days to complete evaluations in cognitive, academic, communication, health, and socio-emotional domains. A comprehensive report is provided to the parents approximately one week before the initial evaluation meeting. During the meeting, evaluators review the results, and a decision is made regarding the student's eligibility for special education services, including the appropriate disability classification. If the student qualifies and the parents consent, an initial Individualized Education Plan (IEP) meeting is held to formalize accommodations, modifications if necessary, goals, service minutes, and the least restrictive environment. For parents who directly request an evaluation in writing, a referral meeting is promptly scheduled, and with parental consent, the evaluation process follows the same protocol.

(2) Describe the special educational programs and range of services the school provides for identified students.

The special education program at Global Village Academy is designed to support students with mild to moderate disabilities, ensuring they spend at least 80% of their time in the general education classroom with their non-disabled peers. The program is staffed by a full-time special education generalist and supported by itinerant specialists, including a school social worker, speech pathologist, and occupational therapist. This collaborative team regularly coordinates to deliver individualized services to all students with an IEP. Services are tailored to each student's specific goals, using Tier 3, research-based interventions. The continuum of services includes both indirect support, such as consultation, and direct support, including one-on-one or small group instruction outside the classroom, as well as specialized academic assistance within the general classroom.

(3) Submit a copy of the school's written RtI or IMTSS procedures.

Upload Procedures

MTSS.doc

205.41 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. English Language Learners

Status: Completed

Form Result

(1) Describe the steps the school takes to identify English Language Learners (ELL).

When new enrollment packets are received, the registrar identifies those indicating a language other than English and forwards the home language survey to the English Language Development (ELD) Specialist. The ELD Specialist, or another trained teacher, administers the WIDA Screener to these students within the first month of the school year, or within two weeks of enrollment if the student joins later. Based on the screener results, the ELD Specialist determines whether the student may need English language support services and contacts the parents to gather additional information. If there is uncertainty about eligibility after speaking with the parents, the ELD Specialist reviews additional data points, such as reading assessments, informal speaking assessments scored on the WIDA rubric, writing samples scored on the WIDA rubric, and/or information from the student's previous school.

(2) Describe the programs and range of services the school provides for identified ELL students.

Global Village Academy's dual language 50%-50% immersion model uniquely positions the school to support English Language Learners (ELLs) in their primary language while they acquire English. In addition, GVA provides various services to help students enhance their English proficiency. All newcomers receive 45 minutes of daily pull-out support using the ELAchieve's Systematic ELD curricular resource. These pull-out groups are organized by English proficiency level and grade-level clusters. Some students also receive regular reading intervention support. In cases where a push-in model is more appropriate, students receive services within core content areas instead of the pull-out model. Finally, students classified as Former English Proficient (FEP) M1 and M2 receive ongoing support through regular check-ins, particularly for larger assignments.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

F) Fiscal Performance

1. Financial Framework

Status: **Completed**

Form Result

(1) Based on historical financial reporting:

Provide an explanation for any Near Term or Sustainability Ratios that did not meet standard.

NA

Provide a plan with a timeline for improving any ratios that do not meet standard.

NA

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Financial Audit

Status: **Completed**

Form Result

If applicable, provide an explanation for any notes to financial statements.

-

Attachments (optional)

GVADC Audit draft FY2324 (1).pdf

1.52 MB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

3. Budget Information

Status: **Completed**

Form Result

(1) 22-30.5-110. 2(b) A charter school renewal application submitted to the chartering local board of education shall contain: (b) A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board of education.

Notes: Use the most recent actual revenues available from the latest enrollment count. Prepare the five year budget assuming revenues are frozen except for increase in enrollment. The purpose of the five-year budget projection is to forecast significant changes in expenses and assess future fiscal viability. Please note that these budgets are solely for forecasting.

Submit a budget summary covering projected sources of revenue and planned expenditures for the next 5 years. Using the DCSD Template.

Attach Budget Template
(with data)

**GVADC FY2425 Next Year Budget with projected
budgets.xls**

55.16 KB • Added 2 months ago

Provide a Budget Narrative for the next 5 years.

Preliminary Financial Forecast and Strategic Challenges

Global Village Academy – Douglas County (GVA-DC) is facing significant challenges in retaining students due to its current inability to offer a middle school option. Competing with six other public charter schools within the town of Parker, GVA-DC is the only school that does not provide continuity from elementary through middle school. This gap places GVA-DC at a distinct disadvantage as families increasingly prioritize uninterrupted educational and social experiences for their children.

Competitive Challenges and Growth Needs

One of the primary reasons families choose to leave GVA-DC, aside from relocation, is to streamline their school drop-off routines. Many families have more than one child enrolled at the academy. However, when the eldest child is ready to transition to middle school, these families often withdraw all their children to enroll them in a school that offers both elementary and middle school education. This reflects a broader concern: families prefer to minimize the number of transitions their children must undergo, particularly when it comes to establishing new social groups. Consequently, some families withdraw their children as early as third grade to ensure smoother transitions into middle school peer groups elsewhere.

In addition to the absence of a middle school, GVA-DC is facing constraints due to the increasing enrollment in its current K-6 program. A recent evaluation determined that the ideal capacity of the school building, with a room loading of 23:1, is 411 students. However, for the 2024-2025 school year, enrollment is projected to exceed this capacity, with further growth anticipated as class sizes continue to expand annually. Currently, GVA-DC leases two modular units to manage the overflow. These modulares, originally intended as a temporary solution, have become a point of concern among families due to perceived security issues and their temporary status, as the town of Parker only granted permits for these units on a provisional basis.

Project Proposal and Financial Forecast

To address these challenges, GVA-DC is seeking project funding to construct an additional building on-site. This expansion is critical not only to accommodate the growing student population but also to enable the addition of 7th and 8th grades. By expanding its offerings, GVA-DC aims to provide a best-in-class educational experience and retain students throughout their middle school years, ensuring continuity in their academic and social development.

For the next 5 years, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year (such as planned facilities expansion, capital investments, or any other significant changes.)

The proposed project assumes a funding requirement of \$6,000,000, financed over a 30-year term at a 6.00% interest rate. The annual payment for this project is projected to be \$549,836. Below is a detailed financial forecast illustrating the expected revenues, expenses, and debt service coverage for the upcoming fiscal years:

Fiscal Year	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30
Enrollment	437*	485	528	545	554	554
Total Revenues	\$6,315,783	\$7,169,954	\$7,998,432	\$8,501,901	\$8,501,901	\$8,898,321
Total Expenses	\$5,223,591	\$5,504,250	\$5,809,267	\$6,050,473	\$6,116,628	\$6,353,763
Net Available for Debt Services	\$1,092,192	\$1,665,705	\$2,189,165	\$2,451,428	\$2,385,273	\$2,544,558

Debt Service Overview

Fiscal Year	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30
Existing Bond Payment	\$781,987	\$780,950	\$785,052	\$790,000	\$790,000	\$790,000
Proposed Additional Bond Payment	-	\$549,836	\$549,836	\$549,836	\$549,836	\$549,836
Total Debt Service	\$781,987	\$1,330,786	\$1,334,888	\$1,339,836	\$1,339,836	\$1,339,836
Total Debt Service Coverage	1.40	1.25	1.64	1.83	1.78	1.90

*FY 24-25 enrollment is projected at 437 students, assuming a 5% decrease from the current 462 students (as of 7/5/24) due to potential changes in family plans before the start of the school year.

Enrollment Projections by Grade

Grade	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	93	76	72	91	85	85	85
1	84	76	84	70	87	81	81
2	76	72	72	79	63	78	73
3	53	50	66	65	70	56	69
4	43	37	50	61	61	66	52
5	33	35	31	43	56	56	60
6	-	-	22	28	38	50	50
7	-	-	-	-	25	34	45
8	-	-	-	-	-	23	31
Total	382	346	397	437	485	528	545

This detailed forecast not only underscores the necessity of expanding the GVA-DC facility but also highlights the careful financial planning undertaken to ensure the sustainability of the project. The proposed additional structure will enable GVA-DC to enhance its educational offerings and provide a seamless K-8 experience, thereby retaining more students and offering greater stability to families.

Please prepare a Cash Flow Schedule for the first renewal school year only.

The GVA-DC cash on hand worksheet for 2023-24 can be found at https://docs.google.com/spreadsheets/d/1eDfyZ1zWpyyxFRk6qaP8Hrg7nM_jpU7m/edit?usp=sharing&ouid=112297228666167706184&rtpof=true&sd=true

Attach Cash Flow
Schedule (optional)

Evaluation Rubrics

This application element is not evaluated

G) Five Year Planning

1. Enrollment

Status: Completed

Form Result

(1) Based on the school's current enrollment, provide a five-year enrollment chart by grade level, in the prescribed format below. Note that schools must allow for the natural progression of students from year-to-year; they may not account for year-to-year attrition in their enrollment charts. If the school expects an increase in enrollment over the next charter term, provide that information in the chart. If your charter is requesting a grade expansion, this chart will serve as the expected enrollment chart of the school over the next five years.

Charter School Renewal Application

	Year 1	Year 2	Year 3	Year 4	Year 5
PK	0	0	0	0	0
K	105	95	95	95	95
1	77	105	95	95	95
2	79	77	105	95	95
3	66	79	77	105	95
4	61	66	79	77	105
5	41	61	66	79	77
6	28	41	61	66	79
7					
8					
9					
10					
11					
12					
TOTAL	457	524	578	612	641

(2) If the school is requesting an increase in enrollment, provide evidence of a plan to obtain an approved amendment to the current Traffic Management Plan, approved by the appropriate local jurisdiction, along with a proposed timeline.

Traffic and Parking Plan for Global Village Academy

Global Village Academy's current traffic and parking plan has been approved for an enrollment of 550 students. This plan ensures safe and efficient traffic flow during drop-off and pick-up times, minimizing disruptions to the surrounding community. As our enrollment continues to grow, we are committed to revising and optimizing our traffic plan in collaboration with the Traffic Services and Operations Department of the Town of Parker.

To accommodate increased enrollment, we will proactively work with town officials to assess the current parking and traffic flow patterns. This collaboration will involve:

1. **Traffic Flow Analysis:** Conducting a thorough analysis of current traffic patterns to identify potential areas of congestion or inefficiency as enrollment increases.
2. **Parking Capacity Review:** Evaluating the existing parking capacity to ensure it meets the needs of our growing student population, including staff and visitor parking.
3. **Safety Enhancements:** Implementing additional safety measures, such as updated signage, crosswalks, and speed control, to protect students, staff, and families during peak traffic times.
4. **Community Impact Mitigation:** Engaging with local residents and businesses to address any concerns related to increased traffic and parking demands, ensuring our operations align with community needs.
5. **Ongoing Monitoring:** Establishing a system for ongoing monitoring and adjustment of traffic and parking plans as needed, based on real-time data and feedback from stakeholders.

By working closely with the Town of Parker, Global Village Academy will ensure that our traffic and parking plan evolves in alignment with our growing enrollment, maintaining a safe and efficient environment for our school community.

Attachments (optional)

Evaluation Rubrics

This application element is not evaluated

2. Facility

Status: Completed

Form Result

(1) Provide detailed information on the school's facility plans for the five years of the next charter, being sure to list any and all planned capital improvements. The plan should include an adequate and detailed financial arrangement and timeline for the facility. If the school is planning on a facility expansion, please detail the timeline and budget needs anticipated for the expansion.

5-year Facility Plan

Global Village Academy - Douglas County (GVA-DC) has a comprehensive facility plan to support the school's growth and ensure a safe and conducive learning environment over the next five years. This plan includes both necessary capital improvements and an expansion to accommodate increasing student enrollment and the addition of middle school grades (7th and 8th).

Capital Improvements

The following capital improvements have been identified based on a May 2022 evaluation by the Colorado Department of Education and are prioritized within the building maintenance budget:

- **2023:**
 - Carpeting - Broadloom: \$17,381
 - Thru-Wall Units - Cooling w/Electric Heat: \$17,110
- **2024:**
 - Telephone System: \$5,713
- **2025:**
 - Signage (Room Numbering and Identification): \$21,427
 - Water Heater - Gas - 100 Gal: \$9,986
 - Fire Alarm System: \$203,427
 - Modular Trailer: \$56,065
 - Painted Finish: \$175,000
 - Concrete - Painted/Polished: \$566
 - VCT: \$32,796
 - Carpeting - Broadloom: \$250,000
- **2027:**
 - Wall Covering - Vinyl: \$14,071
- **2029:**
 - Combination Exit Signs/Emergency Lighting: \$2,422
- **2030:**
 - Folding Partitions: \$35,061

These improvements are planned to ensure the facility remains in excellent condition and continues to meet safety and operational standards.

Facility Expansion

GVA-DC is currently at maximum capacity with a building ideally suited for 411 students based on a 23:1 room loading ratio. However, projected enrollment for the 2024-2025 school year exceeds this capacity. To address this, GVA-DC plans to construct an additional building on-site. This expansion will accommodate the growing student population, allow for the

introduction of 7th and 8th grades, and replace the temporary modular units currently in use, which have received unfavorable feedback from families due to security concerns.

The expansion project will be funded through current bondholders, with a detailed financial arrangement and timeline to be established in alignment with enrollment growth and budgetary considerations. This project will enhance the learning environment and provide a more secure, permanent solution to meet the needs of our expanding student body.

This comprehensive facility plan reflects GVA-DC's commitment to providing a high-quality educational environment that supports the school's mission and growth over the next charter term.

Attachments (optional)

220512-Global_Village_Academy-Douglas.pdf

1017.26 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

3. Five Year Planning

Status: Completed

Form Result

(1) Describe the changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.

Improvement Strategy for Mathematics Instruction

Overview

Global Village Academy – Douglas County (GVA-DC) has demonstrated significant progress in mathematics instruction, as reflected in the recent Spring 2024 CMAS scores. To continue this positive trend, the following improvement strategy will be implemented, focusing on enhancing professional development, instructional practices, and targeted interventions.

1. Strengthening Conceptual Understanding

To ensure that all math teachers are equipped to deliver high-quality instruction, GVA-DC will continue to provide ongoing professional development focused on the conceptual understanding of mathematical practices. This training will enable teachers to align their curriculum and instruction effectively, facilitating a deeper understanding of mathematical concepts among students.

2. Addressing Learning Gaps

Math teachers and interventionists will continue to utilize i-Ready Classroom Mathematics to identify learning loss and balance the instruction of prerequisite skills with current grade-level content. Students who are two or more grade levels behind, as determined by i-Ready Diagnostic assessments, will be referred for Math Intervention. This targeted support will help close achievement gaps and ensure that all students are progressing.

3. Collaborative Instructional Planning

Teachers will collaborate weekly to plan instruction that bridges the target language and English, ensuring that lessons are inquiry-based, hands-on, and differentiated to meet the diverse needs of students. Formative assessments will be used consistently to drive instruction and make necessary adjustments. This collaborative approach will help maintain a consistent pacing of instruction, especially in grades K-2, ensuring that a full year of content is covered and providing a stronger foundation in math skills.

4. Continuous Feedback and Adjustment

Teachers will continue to receive feedback from evaluators to refine their instructional practices. This feedback loop will ensure that teachers are implementing the most effective pedagogical strategies, leading to improved student outcomes.

5. Focus on Early Grades

A significant focus will be placed on the pacing of instruction in grades K-2. Ensuring that all content is covered within the school year will establish a solid foundation of math skills and knowledge, which is crucial for students' future success in mathematics.

6. Monitoring and Adjusting Based on Data

Progress monitoring will remain a key component throughout the year. The use of formative assessments, along with data from i-Ready and CMAS scores, will inform instructional decisions and interventions. Adjustments will be made as needed to ensure that students are meeting or exceeding expectations.

7. Building on Success

The Spring 2024 CMAS results reflect the effectiveness of GVA-DC's ongoing efforts in mathematics instruction. Third-grade scores increased to 42.9% of students meeting or exceeding expectations, surpassing the state average of 41.7% and marking a 5.6% improvement over 2023. Fourth-grade scores rose to 46.7%, an impressive 11.6% increase over 2023 and significantly higher than the state average of 34.1%. Fifth-grade scores reached 40.6%, just above the state average of 37.3%, while sixth-grade scores climbed to 47.4%, well above the state average of 29.2%. These gains demonstrate that GVA-DC is on track to achieve its goals and is committed to further improving student outcomes.

Conclusion

By focusing on professional development, targeted interventions, collaborative planning, and data-driven instruction, GVA-DC will continue to enhance its mathematics outcomes, providing students with the skills and knowledge necessary for long-term success. The recent gains in CMAS scores indicate that the strategies implemented are effective, and this improvement strategy will build on that success to ensure continued progress in the future.

(2) Describe any significant changes the school expects to make in the following areas over the next charter term:

Amendments to your school's charter

GVA-DC is requesting to change its charter from K-6 to K-8. By expanding its offerings, GVA-DC aims to provide a best-in-class educational experience and retain students throughout their middle school years, ensuring continuity in their academic and social development.

Governance and/or Education Service Provider (ESP) structure.

GVA-DC is requesting to change its charter from K-6 to K-8. By expanding its offerings, GVA-DC aims to provide a best-in-class educational experience and retain students throughout their middle school years, ensuring continuity in their academic and social development.

Attachments (optional)

GVA-DC Building Expansion Proposal (1).pdf

3.17 MB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

H) Optional: Supplementary Information

Status: Completed

Form Result

If there is additional information that you would like to share with the DCSD Office of Choice Programming and/or the DCSD Board of Education that is relevant to your renewal application, please feel free to include that information in this section.

Thank you for your partnership!

Enter additional
information here

Unique Opportunities for Students at Global Village Academy - Douglas County

Global Village Academy - Douglas County (GVA-DC) offers students a rich array of unique opportunities designed to promote bilingualism and biliteracy, setting them on a path to global citizenship.

One of the standout programs is the **GVA Pathways Awards Program**, which recognizes students who achieve biliteracy by the end of fifth grade. This program encourages students to continue their bilingual education with the ultimate goal of earning the Colorado Seal of Biliteracy on their high school diploma. The Seal of Biliteracy is a prestigious endorsement that demonstrates a student's proficiency in English and at least one other language, making them highly attractive to future employers and college admissions offices.

Fifth-grade students at GVA-DC can earn the **Junior GVA Seal of Biliteracy Award** by completing a series of rigorous requirements. These include immersion language projects, such as writing an essay on the importance of bilingualism in English and delivering an oral presentation in their immersion language. Students also engage in community service or cultural events, and they must meet specific assessment criteria, such as achieving a qualifying iReady score in English and a STAMP score in their immersion language.

GVA-DC is also unique in offering **internationally benchmarked language assessments** in three languages—French, Chinese, and Spanish—making it the only elementary school in the United States to do so. These assessments include:

- **Diplôme d'Études en Langue Française (DELF):** A French language proficiency test certified by the French Ministry of Education, which can open doors to French citizenship and higher education in France.
- **HSK, HSKK, and YCT Chinese Exams:** Administered by the Confucius Institute Headquarters, these exams are available at GVA-DC, the only in-person testing site in the U.S.
- **DELE Spanish Diplomas:** Official certifications issued by Spain's Ministry of Education, organized by the Instituto Cervantes and evaluated by the Universidad de Salamanca.

These unique opportunities at GVA-DC provide students with the tools and recognition needed to thrive in a globalized world, setting a foundation for lifelong success in multiple languages and cultures.

Upload any supporting documents (optional)

Evaluation Rubrics

This application element is not evaluated