



Annual Report 2020-2021

Our Mission

GVA aims to foster a cross-cultural understanding that will encourage its students to become knowledgeable, self-motivated and critical thinking people who respect, understand, and communicate with people from cultures different from their own.

A message from the Ohio Department of Education, Office of School Sponsorship

Ohio Revised Code (ORC) 3314.03(D)(2) specifies that the sponsor of school must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.”

All Ohio community school sponsors must evaluate each school and submit a written report of school academic, financial, organizational performance, and legal compliance to the Ohio Department of Education and make the report available to the parents of students enrolled in the community school.

The Ohio Department of Education, Office of Ohio School Sponsorship evaluates its sponsored schools on the performance of Ohio School Report Card indicators and on performance measures as listed in the school’s community school Contract.

The Office of Ohio School Sponsorship monitors the performance of its sponsored community schools through attendance at governing board meetings, on-site visits and through review of compliance surveys, monthly financial reports, and other reports related to the school’s academic, financial and operational performance to ensure compliance with rule and law.

Special Event/Activities

- Virtual Field Trips
- Outdoor Field Day (last day of school)

Community Service

- “Giving Tree” scarves and mittens to Parma Lutheran Church in Parma
- GVA also donates “Lost and Found” clothing and collects food for “Herman’s House” homeless shelter.

PPE

- Implemented State and CDC mandated protocols in reference to:
 - Mask
 - Social Distancing
 - Carousels for student desks
 - Plexiglass barriers for teachers and cafeteria food lines
 - Touchless water dispensers, soap dispensers, faucets, toilets, paper towel dispensers, and urinals
 - Adhered to all State and CDC mandated quarantines
 - In-line UV forced air filtration and HEPA filters
 - UV Chromebook sanitizing stations
 - Utilized Distant Learning when necessary

GVA’s Pearson’s English Language Arts (Ohio version) curriculum values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. GVA’s ELA creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. GVA’s encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection. This program is aligned across grade levels (used throughout GVA exclusively), and being state specific (Ohio) prepares students for the state’s assessments. Measurable objectives are built into the Pearson’s program and assessments are conducted continually throughout its implementation through the use of Text Workbooks, interactively, digitally and “pen to paper”. Since the 3rd grade reading guarantee sub score requirement for promotion to the 4th grade has been in effect GVA has had a 100% pass rate (not counting exempt students or this exempt year due to COVID-19) proving the effectiveness of the program.

Each classroom is equipped with an interactive ViewSonic for engaging student attentiveness and participation through the use of Pearson’s ReadyGen and MyPerspective interactive programs. This year (SY2021-2022) GVA will be upgrading the ViewSonic with Newline TRU TOUCH 75" 4K UHD Interactive Touch Display. Additionally, all classrooms have Chromebooks (1:1) that are used extensively by the students for interactive learning, self-assessment, and formal assessment.

ReadyGen 2016 (K-5) and MyPerspective (6-8) from Pearson helps to prioritize instruction to support higher levels of reading and writing.

- Increase text complexity in reading
- Provide accessible rigor
- Balance fiction and informational texts
- Build content-area knowledge
- Emphasize close reading
- Focus on informative/explanatory, argumentative/opinion, and narrative writing
- Implement performance assessments
- Integrate media and 21st century skills

Additional enhancements included in the program:

- Response to Intervention
- English Language Learners
- Writing

GVA has also enhanced our English Language Arts program in grades 2 – 8 with the Wilson Reading System (WRS). WRS is an intensive tier 3 program for students with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require a multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

WRS is a structured literacy program, which directly and systematically teaches the structure of the English language. Through the program, student learning fluids decoding and encoding skills to the level of mastery. From the beginning steps of the program:

- Phonemic awareness
- Decoding and word study
- Sight word recognition
- Spelling
- Fluency
- Vocabulary
- Oral expressive language development
- Comprehension

For GVA's Title 1 and K-1 struggling readers we have implemented the Orton-Gillingham reading program. This program is specifically designed to help struggling readers by explicitly teaching the connections between letters and sounds. It is a highly structured program, which breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It also uses the "multisensory" approach to teaching reading. The program uses sight, hearing, touch and movement to help students connect language with letters and words.

Orton-Gillingham focuses on:

- Teaching kids to read at the word level.
- Uses multiple pathways to help kids learn.
- Puts a strong emphasis on understanding the "how" and "why" behind reading.

Additional resources used by GVA teachers for ELA are:

- Grammarly (6-8)
- Quill
- Simple Solutions
- Performance Coach (Pearson)
- Support Coach (Pearson)
- Pear Deck (interactive slide/data collection)

English Language Learners (ELL)

- GVA is meeting the ELL need of our students by not only providing an award-winning curriculum but providing a fully certified Teaching English to Speakers of Other Languages (TESOL) teachers.
- Our in-house TESOL teacher holds a Bachelors of Arts degree in Teaching English as a Second Language and a State of Ohio license (P-12) with a Teaching Field: Ukrainian and an Endorsement in: TESOL-K12.
- K-12 ELA teacher in completing her TESOL (she is also bi-lingual in English and Ukrainian) endorsement to supplement our ELL program, which currently has 95 students, identified ESL (English as a Secondary Language).
- An additional 7 GVA staff members (including one Para-Professional) are either bi or tri-lingual (Ukrainian, Russian, Serbian, Croatian, or Romanian/Moldavian) to assist in classroom instruction as well as communications with parents.
- GVA prides itself at preparing its immigrant students for the American educational system as well as embracing the American dream. We want them to be ready and able to meet the demanding challenges that lay ahead. They need to be prepared. GVA does everything in its power to help them and their families meet those challenges head-on with confidence and knowledge.

VISION for All Students

- GVA is a community school with high academic standards and high expectations from students and supported by parents, administrators, faculty/staff and be actively engaged with the local community.
- Our competent (Highly Qualified) are committed to those high academic expectations through collaboration, continuous staff professional development, accountability, and individual attention to student needs.
- The GVA curriculum emphasis rigorous traditional core academic subjects, as well as, the fine arts, music, computer training, and physical education. It is designed to encourage critical thinking and applications of acquired knowledge and skills. Integration of different academic disciplines is systemic in our academic programs.
- GVA incorporates the Ohio Department of Education current and future standards, comply to/with ODE mandates, and adhere with all Ohio Revised Codes.

2020-2021 District Report Cards

The state's education community experienced unprecedented impacts during the 2020-2021 school year due to the coronavirus pandemic. Due to the ordered school-building closure, limited data exists compared with prior years. In light of these impacts, the report cards this year will look different — each area will be noted with explanations.

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School Grade

School Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to 10 measures and six components. The 2020-2021 report card will not have grades or ratings. Limited data is available due to the coronavirus pandemic and ordered school-building closure.

Academic Goal

By the end of SY 2021-2022, **100%** of students at Global Village Academy will demonstrate a growth in all subject areas: and demonstrate proficiency in critical literacy skills.

Tutoring Program

Global Village Academy has initiated a tutoring program that will target our at-risk students in the areas of Math, ELA, and TESOL. The after-school program was cost free to the parents and continued during the summer break. Due to the Covid-19 pandemic all students were instructed remotely.

Technology at GVA

- One-to-One Chromebooks (K-8)
- ViewSonic Boards (School Wide)
- Computer Lab (26 PC's)
- Home School Spanish Academy—Spanish Program
- MS Office 2013
- Grammarly
- Google Suite/Docs
- AT&T hot spots
- Progress Book

Board Members

- Christopher Zgrabik (Chairman)
- Edward T. Muffet (Asst. Chairman)
- Dr. George Jaskiw, MD
- Russell White
- Roman Fedkiw

Staff Positions

- Certified/Instructional: 20
- Administrative & Support Staff: 11

Instructional Time

Global Village Academy provided 1062.5 hours of instruction, exceeding the 920 hours required by Ohio Law for public community schools.

Financial Responsibility

The table below is a summary of the school's financial operations for the year ending 2019-2020.

Beginning Cash Balance:	\$452,904.40
Total Operating Revenues:	\$1,255,651.71
Total Non-Operating Revenues:	\$163,805.62
Total Expenses:	\$1,426,376.88
Total Anticipated Year-End Balance:	\$445,984.85
Outstanding Debt:	\$0.00

Curriculum Materials

- enVision Math V2.0 (Pearson) & Algebra (8th Grade)
- Interactive Science (Pearson)
- MyWorld: Social Studies & Geography (Pearson-2019)
- American History (Pearson-2019)
- Art in Action
- ReadyGen: K-5th grade program (ELA)
- MyPerspective: 6th, 7th, & 8th grade (ELA)
- Babbel (Spanish)
- Ukrainian (Intermediate and Advanced programs)

School-Wide Activities and Events

- Limited School-Wide Activities were highly curtailed due COVID-19 State mandates and CDC guidelines.
- On the last day of school, students participated in a physically challenging yet fun-filled **Field Day** hosted by SuperGames out in our field. Thankfully we had some artistic volunteers to manage a face-painting station where students got a chance to sit-out and catch their breath while being transformed into creatures such as tigers and butterflies. All activities were conducted using the CDC guidelines of social distancing, mask wearing and sanitizing protocols.
- SIOP implemented school wide: The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. GVA currently has 46% of the student body in the TESOL (Teaching English to Speakers of Other Languages) program which is overseen by a TESOL Head/Coordinator.