

**GLOBAL NEIGHBORHOOD SECONDARY SCHOOL:
Evidence of Community Success**

National Common Core State Standards(NCCSS)

Process:

Through weekly professional learning sessions the GNSS Math, ELA/Humanities and Sixth Grade Teams developed and implemented curricula aligned with the National Common Core State Standards:

- GNSS Math Team selected to be involved in NYCDOE Middle School Performance-based Assessment Pilot.
- GNSS Math Team, in collaboration with AED Coach Oni Hutchinson, implemented a professional development plan that supported the involvement of the GNSS Math Team in the NYC Middle School Performance-based Assessment Pilot during 2009-2010. Ms. Hutchinson collaboratively worked with GNSS administration to have teachers:
 - attain a deeper understanding of the National Common Core State Standards for Mathematics 6-8,
 - develop Common Core Standards-based assessments and math rubrics,
 - expand instruction to align with NCCSS.
- GNSS Sixth Grade Team, in collaboration with AED Coach Gail Gaines, developed NCCSS aligned inter-disciplinary curriculum maps using the Atlas backward mapping system.
- GNSS ELA/Humanities Team implemented Writing and Reading Assessments (utilizing Common Core Writing Rubric and Fountas and Pinnell Running Records) to examine and establish coherent curriculum across the classrooms and grades with a specific focus on customizing periodic assessments, examining student work, modifying instruction, and providing student interventions.

Outcomes:

- GNSS Math and Sixth Grade Team developed and implemented Common Core tasks and assessments to establish and maintain a culture of high expectations and academic rigor for all students.
- Math and ELA Team sets measurable goals for student achievement using agreed-upon common assessment tools to capture student progress towards these goals.
- Targeted intervention plan for struggling students in developing proficient constructed responses in Math and ELA.
- Documented weekly grade level and content team meetings focused on raising academic rigor and designing appropriate interventions.
- 6th-8th grade, gen Ed, CTT and self contained SPED teachers all developed **writing** assignments that were aligned with NCCSS and in the top three realms of Bloom's Higher Order Thinking taxonomy.
- Targeted intervention plan for 8th grade writers to support completion of major assignments and assess their development based on a Teacher Developed NCCSS Writing Rubric.

Grade Level Teams impact Academic Progress: School Report Cards

Process:

- Implemented a new school wide electronic grading system for the 2010-2011 school year involving bi-weekly grading of student, mid-quarter reports (every five weeks) and quarterly reports (every ten weeks).
- Created an internal database for student's interim and final marking period grades to track student performance.
- Targeted students who performed at a level 1 on state exams, tracked their performance throughout the year, and provided interventions as needed.
- Grade level teams established student interventions based on student's bi-weekly, interim and final marking period grades.

Outcomes:

- 96% passing rate for the school year.
4% of school is promotion in doubt (PID) (6 students)
- 98.5% passing rate for the 8th grade
1.5% of the 8th grade is PID (1 student)
- 98.3% passing rate for the 7th grade
1.7% of the 7th grade is PID (1 student)
- 93% passing rate for the 6th grade
7% of the 6th grade is PID (4 students)

Content Teams impact Academic Progress: Standardized Tests/Periodic Assessments

Student achievement and progress was examined by comparing the 2010 state exams in ELA and Math to the Performance Series and Acuity Predictive assessments.

Process:

- In September, a baseline assessment was conducted using the Performance Series.
- In October, instructional targets and interventions were established based on comparative study of 2010 State Exams and Performance Series.
- On Feb 3-4, Acuity Predictive was conducted.
- In March, instructional targets and interventions were established based on comparative study of 2010 State Exams and Performance Series – including students working independently on customized Acuity instruction.

Outcomes:**Whole School Analysis – Math**

85% of students tested performed between levels 2-4 compared to 79% in 2010 state exam

21% of students tested performed between levels 3-4 compared to 23% in 2010 state exam

- 8th Grade
33% performed between levels 3-4 compared to 29% in 2010 state exam
91% performed between levels 2-4 compared to 79% in 2010 state exam
- 7th Grade
15% performed between levels 3-4 compared to 14% in 2010 state exam
87% performed between levels 2-4 compared to 75% in 2010 state exam
- 6th Grade
11% performed between levels 3-4 compared to 25% in 2010 state exam
73% performed between levels 2-4 compared to 83% in 2010 state exam

Whole school Analysis – ELA

20% of tested students performed between levels 3-4 compared to 11% in 2010 state exam

75% of tested students performed between levels 2-4 compared to 60% in 2010 state exam

- 8th Grade
21% performed between levels 3-4 compared to 6% in 2010 state exam
85% performed between levels 2-4 compared to 51 % in 2010 state exam
- 7th Grade
20% performed between levels 3-4 compared to 12% in 2010 state exam
72% performed between levels 2-4 compared to 65% in 2010 state exam
- 6th Grade
18% performed between levels 3-4 compared to 15% in 2010 state exam
63% performed between levels 2-4 compared to 65% in 2010 state exam

Wellness Team impact on School Culture and Climate:

Wellness Team (comprised of School Counselors and Social Workers) has launched a series of reactive and proactive child/youth development strategies that target social-emotional wellness and a decrease in student suspensions as well as violent and disruptive incidences (weighted incidences from VADIR) from a weighted student population ratio of 2.49 to under 1.49.

Process:

- Created and implemented an online disciplinary system where teachers report incidents and document parental outreach.
- Organized fairness committees at each grade level comprised of GNSS faculty and administration (including school counselor and social workers) to discuss necessary interventions and disciplinary actions.
- Wellness team launched the GNSS Core Values Incentive Program, composed of school dances and trips. In order to attend the events, students had to be in good academic standing, and have fewer than five incidents written up per quarter.

Outcomes:

- 13% decrease in Principal Suspensions
- 40% decrease in Superintendent Suspensions
- 6% increase of students involved in Core Values activities.