

Agenda

Goals: Review and address targeted areas for improvement

<u>Day One</u>	
Intro to New Staff/Positions, Annotated Agenda Review (e.g. Quality Review and Progress Report (NYSTART/Learning Survey), Intro Rounds:	<i>Luis: 15 Min</i> 9-9:15
The Early Adolescent at Global Neighborhood Secondary School: Interactive activity to Re-ground ourselves in an examination of normal development as it applies to integration of social emotional and academic needs at our school- a hypothesis that weaves academics and behavior together	<i>Jane/Suzanne</i> 9:15-9:40 Handouts:
History and Mission Statement Core Values Core Practices	<i>Luis</i> 9:40-10:00
Quality Review Overview PLCs, Standards-based Curriculum, Data-based decision making on C&I, and New Core Standards Quality Review 2010: <ul style="list-style-type: none"> Text Rendering exercise: What's Good Targeted Work: Periodic Assessment Calendar New Quality Review Expectations: Excerpt	<i>Luis/Lisa</i> 10-10:45 Handouts: Periodic Assessment Calendar
BREAK	10:45-11:00
Core Standards on Literacy, Reading, Writing: <i>Reading the world, reading the text. We are all reading teachers.</i>	Luis Core Beliefs intro Jane/Suzanne/Florin 11:00-11:45
Content Team Meeting: Unit Sharing ad Alignment Math: Florin ELA: Jane Science: Glover Spanish: Luis Social Studies: Suzanne ARTS: Marsey Wellness: Lucy	Jane/Suzanne/Florin 11:45-12:30 Handout: Calendar DYO & Periodic Assessment Calendar
LUNCH-LUNCH-LUNCH	12:30-1:30
Lunchbreaker	1:30-1:40
Content Team Meeting: Share-out	1:40-2:30
Grade Level Team Meeting: Teacher Schedules/Administrative Assignments FYI: Post 2nd Quarter Advisory	2:30-3:20
Room Assignment & Supply Request	Handouts:
Exit Slip, Reflections/Connections	3:20-3:30

Quality Review Report Excerpt

2009-2010

Global Neighborhood Secondary School
Middle School 381

Targeted Areas from GNSS Quality Review 2010:

What the school needs to improve

Construct measurable interim goals for all students to inform families of student progress and precise next steps in all content areas.

Teachers consistently formulate academic goals for individual students in English language arts and math. However, the setting of individual interim goals, the sharing with families regarding student progress towards those goals, and possible intervention options to help students reach individual these individual goals lack regularity across the content areas. As a result, students are not aware of their precise next steps in all subjects and families are not always able to support students effectively at home.

Develop interim goals and benchmarks across the curriculum to measure progress, to make adjustments, and to evaluate success.

The school maintains requisite systems to measure progress towards interim and long-term goals. However, the school has not yet utilized these systems to establish school-wide benchmarks in all subjects, or interim goals throughout the content areas in order to identify the needed changes in plans and strategies. The current inconsistency in practice leads to variation in student outcomes between different content areas.

<u>Day Two</u>	
Icebreaker, Reflections and Agenda Review	<i>Lisa/Amanda/Luis</i> 9-9:30
Principal's Presentation on Learning Survey: Recognizing and Addressing Challenges <ul style="list-style-type: none"> Curriculum Coherence and Professional Collaboration: Teacher Teams (Wellness incorporation, Discipline Committee, Grade Level, Content, IEP) <ul style="list-style-type: none"> Student Behavior and Wellness (Mental Health) <ul style="list-style-type: none"> Suspension Rates 30 pages Overview Teacher Wellness: Garrison Institute, Monday Mornings and Friday Afternoons 	<i>Luis</i> 9:30-10:00
GNSS Student Case Study 1: A Year in the Life <ul style="list-style-type: none"> 6th Grade In-take Process IEP Review and IEP at a Glance <ul style="list-style-type: none"> Summerburst Screening Mount Sinai Screening Mandated Counseling Evaluation and Further Evaluation Q & A 	Beatriz/Luis/Amanda/Lisa/Dina 10:00-10:30 Handouts:
Break	10:30-10:45
Group A: New GNSS Procedures and Protocols Group B: GNSS Student Case Study 2: Perceptual Differences	Group A: Florin in Library Group B: Jane/Suzanne in 201 10:45-Noon
LUNCH @ Noon 12-1pm	LUNCH @ Noon
Group A: GNSS Student Case Study 2: Perceptual Differences Group B: New GNSS Procedures and Protocols	Group A: Jane/Suzanne in 201 Group B: Florin in Library 1:00-2:00
NYSTART Data Quick Overview	2:00
Grade Level Team Meeting: <ul style="list-style-type: none"> Student Interventions/review class lists (including for 37.5) <ul style="list-style-type: none"> Post 2nd Quarter Advisory 	2:05-3:00
Learning Walks	3:00-3:30
GNSS Calendar: DEAD @ Amor Cubano	3:30

Nothing interferes with learning: students learn actively or passively when in the classroom.

- 10/10 Rule
- Every Classroom will have Assigned Seats
- Every Class will have graded end of Unit Exam/Project
- Every Teacher will have access to IEP (minimally p.6 & p.9)
- All adults shall facilitate re-entry

- Students shall not get removed for minor reasons (lateness, lack of uniform, minor disruptions)
- No Snacks after Snack-time?