



**Student Assessment Data 2006-07**

Name of Charter School: Ross Global Academy Charter School

Name of Test: DRA (Developmental Reading Assessment) Subtest: None

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score
K	Dec 4-12, 2006	38	0	0	0	38	Grade Level Benchmark
	May 30 – June 19, 2007	38	0	0	0	38	Grade Level Benchmark
Grade 1	Oct. 26 – Dec. 15, 2006	38	0	0	0	38	Grade Level Benchmark
	May 30 – June 19, 2007	37	1	0	0	37	Grade Level Benchmark

**DRA Kindergarten and Grade 1 Summary Year 1**

	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Fall 2006</i>	<i>Spring 2007</i>
	<i>% of Students Below Benchmark</i>	<i>% of Students Below Benchmark</i>	<i>% of Students On Benchmark</i>	<i>% of Students On Benchmark</i>	<i>% of Students Above Benchmark</i>	<i>% of Students Above Benchmark</i>
<b>Kindergarten</b>	<b>26%</b>	<b>16%</b>	<b>48%</b>	<b>57%</b>	<b>26%</b>	<b>27%</b>
<b>Grade 1</b>	<b>63%</b>	<b>40%</b>	<b>29%</b>	<b>46%</b>	<b>8%</b>	<b>14%</b>

**End-Year DRA Summary  
Kindergarten and Grade 1**

	<b>% of Students On or Above Grade-Level Benchmark</b>
<b>Kindergarten</b>	84%
<b>Grade 1</b>	60%

Section 1: Progress Toward Goal Attainment

**Goal #1.** Provide instruction in skills and content of each discipline in order to provide the foundation necessary for interdisciplinary understanding, the development of 21<sup>st</sup> century skills and the incorporation of multiple intelligence-related approaches.

A. Measure (as it appears in charter):

**a. 50% of students achieve proficiency (levels 3 or 4) on state and city ELA and math examinations after one year of instruction.**

B. Method:

New York State administers an annual exam in ELA and one in mathematics. These exams are cumulative assessments measuring student mastery of skills at each grade level as determined by NYS ELA and mathematics standards. Our goal for year 1 was for 50% of our students to achieve proficient performance levels (3 or 4) after one year of instruction. Although our students received *less* than one year of instruction prior to the administration of these exams, (4.5 months of instruction prior to the ELA exam administration in January and 7.5 months of instruction prior to the mathematics assessment administered in March), we **met or exceeded** our first year goals.

C. Results:

<b>% Proficiency on NYS Assessments in ELA and Mathematics in Year 1 (2006-07)</b>				
	Grade 5 ELA	Grade 5 Math	Grade 6 ELA	Grade 6 Math
<b>Goal</b>	50%	50%	50%	50%
<b>Actual % Proficient</b>	69%	73%	50%	80%
<b>Goal met/ not met</b>	Met	Met	Met	Met

D. Analysis/Evaluation:

We have met or exceeded our goals for our first year state assessment results in both ELA and mathematics. We will continue to use formative assessments throughout the instructional process to inform our practices. Further, we anticipate that our percentages of students achieving proficiency will rise as we have more instructional time with our students as we enter year 2.

E. Additional Evidence:

As the students were in our school for such a short time before the exams were administered (as stated above, 4.5 months of instruction prior to the ELA exam administration in January and 7.5 months of instruction prior to the mathematics assessment administered in March) there is no cohort data to report after our first year, as determined by the SED and DOE. Further, there is not enough data to establish long-term trends at this time.

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A. Measure (as it appears in charter):

**b. 50% of students achieve proficiency (level 3 or 4) on the science and social studies exam after one year of instruction.**

B. Method:

New York State administers an annual exam in social studies in grade 5. This exam is a cumulative assessment measuring student mastery of social studies skills in grade 5 as determined by NYS social studies standards. The report from the state of New York was not available at the time this report was printed.

C. Results: Unknown. We are attempting to get a copy of the results from New York State Education Department.

D. Analysis/Evaluation:

E. Additional Evidence:

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A. Measure (as it appears in charter):

**c. 80% of students will meet or exceed learning standards for all disciplines on their grade level as indicated by passing marks for classroom and school-based assessments.**

B. Method:

Student work was reviewed on an on-going basis by teachers and administrators. Assessments took many forms, including both formal and informal assessments, traditional tests and quizzes, and alternative assessments, such as performance-based assessments and portfolio assessments. As our school standards stress the importance of multiple intelligences, some assessments called for students to demonstrate what they knew through dance, theatrical performances, music, use of technology, oral assessments, and projects. Multiple and varied assessments provided us with a broad-based understanding of how individual students fared with regard to meeting the standards for each grade level. Report cards were delivered to students and their families 3 times during our first year in order to convey these results to our families. Additionally, student assessment data was delivered to families during parent-teacher conferences, which took place twice during the school year (fall and spring).

C. Results:

Student Proficiency on Report Cards in Individual Disciplines Across Grade Levels																
Grade Level	Literacy		Mathematics		Cultural History/ Social Studies		Science		Wellness		Chinese		Arts		Social Emotional Learning	
	% Profic.	% Not Profic.	% Profic.	% Not Profic.	% Profic.	% Not Profic.	% Profic.	% Not Profic.	% Profic.	% Not Profic.	% Profic.	% Not Profic.	% Profic.	% Not Profic.	% Profic.	% Not Profic.
K	97	3	99	1	100	0	N/A	N/A	98	2	91	9	99	1	93	7
1	78	22	74	26	71	29	83	17	96	4	96	4	96	4	82	18
5	63	37	79	21	96	4	76	24	100	0	93	7	96	4	77	23
6	55	45	70	30	88	12	69	31	100	0	91	9	95	5	68	32

<b>% of Students Meeting the NYS Standards for Grade Level Year 1 (2006-07)</b>				
	Kindergarten	Grade 1	Grade 5	Grade 6
<b>Number of students enrolled 6/27/07</b>	37	39	39	41
<b>Number of students promoted to next grade 6/27/07</b>	35	38	39	41
<b>Number of students retained in grade 6/27/07</b>	2	1	0	0
<b>% of students meeting the standards for the grade level 6/27/07</b>	95%	97%	100%	100%
<b>Goal, as stated in charter</b>	80%	80%	80%	80%
<b>Goal met/ Not met</b>	Met	Met	Met	Met

D. Analysis/Evaluation:

We have **partially met** our goals for our first year in the percentage of students who met or exceeded learning standards for each grade level. While all but 3 students met the standards in each discipline to the degree that they were promoted to the next grade level, several disciplines within a grade level did not achieve the 80% mark. Areas of particular concern are literacy and mathematics, in which students in 3 of 4 grade levels achieved proficiency levels lower than our charter goal of 80%. What should be noted is that our charter goal of 80% proficiency is considerably higher than grade level proficiency in New York State. As such, only 3 children were retained in their current grades as a result of not meeting the overall standards for their grade level.

E. Additional Evidence:

Throughout the year, many forms of assessment were implemented. In addition to the school-based assessments reflected in the report cards, we were able to use state assessment data in grades 5 and 6. In kindergarten and grade 1, we used the DRA (Developmental Reading Assessment) literacy assessments as a standardized measure to ensure that we gathered broad-based data for each child using both local and standardized means of reporting. The table below reflects our progress on the DRA in the lower grades during our first year.

<b>DRA Kindergarten and Grade 1 Summary Year 1</b>						
	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Fall 2006</b>	<b>Spring 2007</b>	<b>Fall 2006</b>	<b>Spring 2007</b>
	<b>% of Students Below Benchmark</b>	<b>% of Students Below Benchmark</b>	<b>% of Students On Benchmark</b>	<b>% of Students On Benchmark</b>	<b>% of Students Above Benchmark</b>	<b>% of Students Above Benchmark</b>
<b>Kindergarten</b>	<b>26%</b>	<b>16%</b>	<b>48%</b>	<b>57%</b>	<b>26%</b>	<b>27%</b>
<b>Grade 1</b>	<b>63%</b>	<b>40%</b>	<b>29%</b>	<b>46%</b>	<b>8%</b>	<b>14%</b>

<b>End-Year DRA Summary Kindergarten and Grade 1</b>	
	<b>% of Students On or Above Grade-Level Benchmark</b>
<b>Kindergarten</b>	84%
<b>Grade 1</b>	60%
<b>Goal on standardized tests as stated in charter</b>	50%
<b>Goal Met/ Not Met</b>	Met

As stated in the above table, we began the year with 26% of our kindergarteners scoring below grade level and 74% of our kindergarteners at or above grade level in literacy. In grade 1, 63% of our students scored below grade level in literacy, while 37% scored at or above grade level in literacy.

In the spring, the percentage of kindergarteners scoring below benchmark dropped by 10% and the percentage of first graders scoring below grade level dropped by 23%.

Our proficiency level increased in kindergarten to 84% at or above grade level from 74% earlier in the year. Our proficiency level increased in grade 1 to 60% at or above grade level from 37% earlier in the year. Since our goal for achievement on standardized assessments was 50% proficiency in year 1, we **met or exceeded** this goal with 84% of kindergarteners and 60% of first graders at or above proficient levels in literacy. These data provide evidence that the lower school students in RGA are gaining proficiency in literacy skills as assessed by the DRA.

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A. Measure (as it appears in charter):

**d. Average daily attendance is 90%.**

B. Method:

The daily attendance was entered into the New York City DOE student management system, ATS. The spreadsheet below is taken from the Attendance Data report that is reported to the NYC Department of Education from ATS.

C. Results:

<b>2006-07 Attendance</b>	
BDS	860905
Grade Span	K,1,5,6
Days Total	30,805
Days Present	28426
Attendance Rate	0.922772
Goal, as stated in charter	90%
Goal Met/ Not Met	<b>Met</b>

D. Analysis/Evaluation:

As indicated in the table above, the attendance rate during our first year was 92.3%. This percentage **exceeded our goal** of a 90% daily attendance rate during our first year.

E. Additional Evidence:

Attendance was taken each morning by classroom teachers and recorded on paper class lists. This provided us with a second data source to ensure that accurate attendance was recorded.

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A. Measure (as it appears in charter):  
**e. Student attrition is 7% annually.**

B. Method:  
 Spreadsheet provided in this annual report, section 5.

C. Results:

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
<b>K</b>	# Enrolled			41	43	42	40	38	38	38	38	38	38	394
	#Leaving			1	2	2	2	0	0	0	0	0	0	7
	% Attrition			2.4%	4.7%	4.8%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
<b>1</b>	# Enrolled			42	42	43	42	41	41	41	41	41	40	414
	#Leaving			3	1	1	1	0	0	0	0	1	0	7
	% Attrition			7.1%	2.4%	2.3%	2.4%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	1.7%
<b>5</b>	# Enrolled			41	42	43	43	43	42	41	40	39	38	412
	#Leaving			2	1	0	0	1	1	1	1	1	0	8
	% Attrition			4.9%	2.4%	0.0%	0.0%	2.3%	2.4%	2.4%	2.5%	2.6%	0.0%	1.9%
<b>6</b>	# Enrolled			41	40	40	39	39	37	37	37	37	35	382
	#Leaving			3	3	1	0	2	0	0	0	2	0	11
	% Attrition			7.3%	7.5%	2.5%	0.0%	5.1%	0.0%	0.0%	0.0%	5.4%	0.0%	2.9%
<b>Overall Student Attrition Rate</b>														2.1%

D. Analysis/Evaluation:

As stated in the table above, the 7% annual attrition goal was **met and exceeded**.

E. Additional Evidence:

Although we met this goal, we would like to gather data to assess the reasons people leave. Although official notes on departures were not kept in the fall semester, the administrators of the school recall that the students who are recorded as having left the school in the months of September and October never reported to school, did not find the commute to school acceptable or moved. While not an official record, this recollection shared by administrators helps us to evaluate whether or not families left as a result of dissatisfaction or due to circumstances beyond our control. In the future, we will conduct exit interviews with families who leave the school. This will provide us with measurable data in order to evaluate reasons for attrition.

A. Measure (as stated in our charter):

**f. Curriculum is linked to learning goals and addresses all state and school standards. Instruction and assessments are linked to the curriculum and learning goals as evidenced on school curriculum and assessment documents, lesson plans and teacher evaluation.**

B. Method:

- (1) Evaluation of curriculum documents and lesson/unit plans.
- (2) Evaluation of curriculum documents both in the early part of the year and later, using our newly designed on-line curriculum-writing template.
- (3) Evaluation of teacher evaluation process.

C: Results:

- (1) An evaluation of curriculum documents and lesson/unit plans revealed that some curriculum developed this year was linked to learning goals and addressed the state and school standards. This goal was **partially met**. As the year progressed, we came closer to meeting the goal and the curriculum development is continuing this summer. As an example of curriculum that is linked to learning goals, below is a portion of an integrated cultural history kindergarten unit that was delivered in February, 2007.

<p><b>Kindergarten</b> <b>Cultural History/Social Studies Integrated Unit: The Sun &amp; Earth</b></p> <p><b>Enduring Understandings:</b> The sun is important in our lives.</p> <p><b>Essential Questions:</b> 1). Why is the sun important to us? 2). How does the sun affect the earth? (What happens if there is no sun?)</p> <p><b>Content:</b> <u>LITERACY</u> 1. READING</p> <p><b>Phonological and phonemic awareness</b></p> <ul style="list-style-type: none"><li>● Substitute one phoneme for another to make a new word: ex Sun, fun, run, etc.</li><li>● Segment spoken words into component sounds using manipulatives to represent in each sound: Ex: big, sun, hot, earth</li><li>● identify and produce spoken words that rhyme</li><li>● isolate individual sounds within spoken words (magic mouth)</li></ul> <p><b>Print Awareness</b></p> <ul style="list-style-type: none"><li>● Understand the purpose of print is to communicate</li><li>● follow left-to-right and top-to-bottom direction when reading English</li></ul> <p><b>Alphabet Recognition and Phonics</b></p> <ul style="list-style-type: none"><li>● Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words</li></ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"><li>● Recognize and identify some sight words</li><li>● Read automatically a small set of high-frequency sight words</li><li>● Read familiar Kindergarten-level texts at the emergent level</li></ul> <p><b>Background Knowledge and Vocabulary Development</b></p> <ul style="list-style-type: none"><li>● Learn the meaning of new words and use them in own speech</li><li>● Learn new words from books</li><li>● Use new vocabulary words to talk about life experiences</li><li>● Use a picture dictionary to learn the meanings of words in books</li></ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"><li>● Make predictions about story events</li><li>● Answer questions about text read aloud</li><li>● Retell or dramatize stories or parts of stories</li></ul> <p><b>Motivation to Read</b></p> <ul style="list-style-type: none"><li>● Show interest in reading a range of kindergarten-level books, stories, poems and informational texts</li><li>● Show familiarity with some book titles and authors</li></ul> <p><b>2. WRITING</b></p> <p><b>Print awareness</b></p> <ul style="list-style-type: none"><li>● Use left-to right and top to bottom direction when writing English</li><li>● Use spacing between letters and words when writing on a line</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>● Use developing knowledge of letter-sound correspondences to spell independently (invented spelling)</li><li>● Use conventional spelling to spell some common or familiar words</li><li>● Write correctly own first and last names and the names of some friends or family</li></ul>
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**Handwriting**

- Write legibly some uppercase and lowercase letters

**Composition**

- Label drawings with letters or words
- Write compositions that include letters or words and drawings to communicate for different purposes

**Motivation to Write**

- Share writing with others

**Listening**

- Listen attentively to spoken language
- Listen attentively for different purposes
- Understand and follow oral directions
- Listen respectfully without interrupting others.

**Speaking**

- Use kindergarten-level vocabulary and grammar in own speech
- Speak for different purposes
- Speak audibly
- Speak with speed and expression appropriate for the purpose
- Take turns speaking in a group

**MATH****Number Sense and Operations**

- Count the items in a collection and know the last counting word tells how many items are in the collection. K.N.1.
- Verbally count by 1's to twenty (and beyond). K.N.4.

**Algebra**

- Recognize, describe, and extend the patterns that are created by the earth's movement around the sun (day/night is an AB pattern; Spring/Summer/Fall/Winter is an ABCD pattern). K.A.2.

**Measurement**

- Name, discuss, and compare attributes of length (longer than, shorter than). K.M.1.
- Compare the length of two objects by representing each length with string or a paper strip. K.M.2.
- Relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight. K.M.3.

**Statistics and Probability**

- Represent data using manipulatives. K.S.4.

**SOCIAL STUDIES****Culture**

- People are alike and different in many ways.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

**Places and Regions**

- Land and water masses can be located on a map and a globe.
- The United States can be located on a map and a globe.

While the teacher does embed NYS standards in the unit, the attempt is incomplete. Further, the teacher's attempt to create a cultural history unit was an early attempt to enliven the core of the Ross curriculum. As the teachers became more familiar with the research that informs our backwards-design curriculum writing template (*Understanding by Design, McTigue and Wiggins*), and as professional development sessions enhanced their understanding of NYS and Ross standards, the teachers' lesson plans, units, and curriculum maps were increasingly aligned with state mandates and became more fluid in both content and alignment to NYS standards as well as Ross standards. Methods of assessment that included both formal and informal means and the use of Ross standards, including the use of multiple intelligences and integration, were increasingly evident as

the year progressed. We recognize, however, that there is still much work to accomplish in this area.

(2) During the earlier part of the year, curriculum documents did not reveal a developed understanding or adherence to the NYS standards or to the essential components of a Ross school. As the year progressed, teachers began using our new on-line curriculum-writing template and documentation tool, which has been designed so that alignment with, and identification of, the NYS and Ross standards is uniformly attained. In evaluating the year as a whole, this goal was **partially met**. In our new on-line process on our 'Wiki', which is used to document our curriculum units and overall curriculum maps for each discipline and for each grade, we are seeing curriculum that is more closely aligned with both the NYS and Ross standards. The Wiki provides specific areas in which teachers must cite both Ross and NYS standards. In addition, documenting learning experiences, alignment with the Ross core values, opportunities for service learning, integration, use of multiple intelligences, and documentation of all assessments (both formal and informal) are mandatory components of our process. Our institutional partner, Ross Institute, is providing guidance with the documentation of our curriculum using this new tool. A sample from a first grade unit in literacy follows and demonstrates the alignment with both the Ross curriculum guide and the NYS standards:

## **Ross School Curriculum Guide**

- Students develop an awareness of story structure, main idea, and characters
- Students learn to put sounds together to read words themselves.
- Students develop reading fluency by reading aloud and in small groups (including guided reading groups)
- Students memorize poems, songs, and short stories.
- Students use their knowledge of sounds and letters to identify unfamiliar words

Reference: [Ross Lower School Curriculum Guide](#)

## **New York State Standards**

### ***New York State - Grade 1 - Literacy Competencies***

#### ***Phonemic Awareness***

- Count the number of syllables in a word
- Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words
- Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words

#### ***Decoding Including Phonics and Structural Analysis***

- Identify and produce letter-sound correspondences, including consonants and short and long vowels
- Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words
- Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (*s-it, s-at*)
- Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds
- Check accuracy of decoding using context to monitor and self-correct

#### ***Print Awareness***

- Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings

#### ***Fluency***

- Sight-read automatically grade-level common, high-frequency words
- Sight-read automatically grade-level irregularly spelled words
- Sight-read automatically 300-500 words including sight and decodable words (Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press, p. 81.)
- Use punctuation clues to read connected text with expression, accuracy and fluency
- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM) (Davidson, M., & Towner, J.

(2000). *Reading Screening Test*. Bellingham, WA: Applied Research and Development Center.)

***Background Knowledge and Vocabulary Development***

- Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary
- Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
- Connect words and ideas in books to prior knowledge
- Learn new words indirectly from reading books and other print sources
- Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts
- Use a dictionary to learn the meanings of words

***Comprehension Strategies***

- Read grade-level texts for different purposes
- Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text
- Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text
- Use graphic or semantic organizers to organize and categorize information
- Ask questions in response to texts
- Answer simple questions (such as how? why? what if?) in response to texts
- Sequence events in retelling stories
- Summarize main ideas from informational texts
- Follow simple written instructions
- Use own perspectives and opinions to comprehend text

***Motivation to Read***

- Show interest in reading a range of grade-level children's texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts
- Read voluntarily familiar grade-level texts
- Show familiarity with title and author of grade-level book

Reference: [New York State English Language Arts Core Curriculum Guide](#)<sup>2</sup>

***New York State - Grade 1 - Performance Indicators***

***Standard 1: Students will read, write, listen, and speak for information and understanding.***

- Locate and use classroom and library media center resources to acquire information, with assistance
- Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance
- Distinguish between texts with stories and texts with information
- Use a picture dictionary as a resource for vocabulary development
- Select books to meet informational needs, with assistance

***Standard 2: Students will read, write, listen, and speak for literary response and expression.***

- Comprehend and respond to imaginative texts and performances; interpret, with assistance
- Engage in pre-reading and reading activities to

- select books, tapes, and poems on the basis of personal choice/interest or teacher-

- selected criteria, such as a theme/topic
- predict what might happen next in a story read aloud or independently
- draw conclusions from a story
- identify characters, settings, and events in a story
- retell a story
- distinguish between what is real and what is imaginary
- Dramatize or retell stories, using puppets, toys, and other prop

***Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.***

- Identify, explain, and evaluate ideas, themes, and experiences from texts and performances
- Engage in pre-reading and reading activities to
  - identify what they know, want to know, and have learned about a specific story, theme, or topic
  - predict what could happen next or the outcome of a story or article
  - change the sequence of events in a story to create a different ending
  - compare a character in a story or article to a person with the same career or experience
  - evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations
  - identify the characters in a story and explain what each contributes to the events of the story
  - recognize different plots in books by the same author

***Standard 4: Students will read, write, listen, and speak for social interaction***

- Share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults
- Respect the age, gender, and cultural traditions of the writer
- Recognize the vocabulary of social communication (e.g., the language of salutations and closings)

Reference: [New York State English Language Arts Core Curriculum Guide](#)<sup>24</sup>

(3) A clear teacher evaluation system was only partially in place this year, making this goal **partially met**. Teachers were observed informally and were given feedback during follow-up meetings or discussions. During classroom walk-throughs and visits, administrators observed whether or not state standards were addressed in instruction and assessments. Further, teachers developed professional development plans, but not all goals in the individual learning plans were related to student learning. While some teachers selected professional goals that would further their abilities to help students meet the standards and to tie instruction to curricular goals, others were developed to help individual teachers grow in areas that enhanced personal growth in areas of personal interest. In the future, as demonstrated in the teacher professional development plan in Appendix B, professional development goals will be closely related to increased student learning.

D. Analysis/Evaluation:

We recognize that the goal of adhering to the NYS and Ross standards was only **partially met**. In order to meet this goal more fully in the upcoming school year, new processes needed to be put in place for both accurate documentation of standards-based instruction

and assessments, in addition to a more concrete process for teacher evaluation. These processes are now in place.

- First, Appendix A reveals the newly created *Ross Global Academy Standards of Teaching* based on the research of Charlotte Danielson as published in her work, *Enhancing Professional Practice: A Framework for Teaching*. A process for teacher evaluation has been established, is included in Appendix B and is described below in the section entitled, *Action Plan Goal #1*.
- Secondly, a new process for ensuring standards alignment in curriculum units and assessments has been put into place using our Wiki.
- Professional development sessions for the 2007-08 faculty to enhance their understanding of the NYS and Ross standards began on May 22, 2007, continued with lower and middle school visits to Ross School, East Hampton in early June, 2007 and are planned for 8 full days in August, as detailed in Appendix D.

E. Additional Evidence:

Professional development sessions for faculty will continue through the 2007-08 school year as we have already published our calendar that includes 13 full days of professional development to ensure that our teachers are receiving appropriate guidance in aligning curriculum and assessments to NYS and Ross standards. Appendix D, which explicitly describes the summer professional development plan, identifies a workshop on NYS standards and another dealing with assessments. These will open ongoing discussions and training with our teachers regarding adherence to the standards in both curriculum development and assessment. Further, training on our 'Wiki' began in early July and will continue into August. This provides templates for identifying NYS standards in each unit developed.

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A. Measure (as stated in our charter):

**g. Teachers regularly use approaches based on multiple-intelligences when teaching and when giving students opportunities to express their understanding as evidenced during informal and formal assessment, through meaningful faculty evaluations and on-going review of student work.**

B. Method:

- (1) Evaluation of informal and formal assessments and on-going review of student work.
- (2) Evaluation of meaningful faculty evaluations.

C: Results:

(1) In our evaluation of formal and informal assessments, this goal was **met**. There were ample opportunities for students to demonstrate their understandings using the following intelligences: interpersonal, intrapersonal, verbal-linguistic, logical-mathematic, visual-spatial, bodily-kinesthetic and musical. The table below gives specific examples of each of the multiple intelligences used in each grade level as evidenced in assessments and student work.

<b>Classroom Assessments (formal and informal) Using Multiple Intelligences</b>				
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 5</b>	<b>Grade 6</b>
Interpersonal	Working in cooperative groups, listening, verbal and non-verbal communication, conflict resolution	Working in cooperative groups, listening, verbal and non-verbal communication, conflict resolution	Working in cooperative groups, listening, verbal and non-verbal communication, identifying multiple perspectives, conflict resolution	Working in cooperative groups, listening, verbal and non-verbal communication, identifying multiple perspectives, conflict resolution
Intrapersonal	Reflecting on learning, reflecting on core values	Reflecting on learning, reflecting on core values	Reflecting on learning, reflecting on core values beginning to identify individual learning patterns	Reflecting on learning, reflecting on core values beginning to identify individual learning patterns
Verbal-Linguistic	Reading, writing, listening, speaking	Reading, writing, listening, speaking	Reading, writing, listening, speaking, debate, teaching	Reading, writing, listening, speaking, debate, teaching
Logical-Mathematical	Classifying and categorizing information, manipulating, creating and identifying patterns, problem solving, working with geometric shapes	Classifying and categorizing information, manipulating, creating and identifying patterns, problem solving, working with geometric shapes	Problem solving, doing controlled experiments, working with geometric shapes, performing complex math calculations	Problem solving, doing controlled experiments, working with geometric shapes, performing complex math calculations
Visual-Spatial	Puzzles; use of charts and graphs, sketching, painting	Puzzles, use of charts and graphs, sketching, painting	Use of charts and graphs, sketching, painting, using and creating visual images using both art materials and technology	Use of charts and graphs, sketching, painting, using and creating visual images using both art materials and technology
Bodily-Kinesthetic	Dance, wellness/PE activities, sports, theatre, creating and building things	Dance, wellness/PE activities, sports, theatre, creating and building things	Dance, wellness/PE activities, sports, theatre, creating and building things	Dance, wellness/PE activities, sports, theatre, creating and building things
Musical	Singing, playing musical instruments, working with rhythm and tone, remembering melodies	Singing, playing musical instruments, working with rhythm and tone, remembering melodies	Singing, playing musical instruments, working with rhythm and tone, remembering melodies, composing music	Singing, playing musical instruments, working with rhythm and tone, remembering melodies, composing music

(2) As mentioned above, faculty evaluations were done on an informal basis with conversations occurring between the faculty member and his/her supervisor after the classroom visit. On numerous occasions, classroom visits revealed the use of multiple intelligences as part of the regular instruction and assessment. Teachers frequently designed learning activities that engaged learners in use of their preferred intelligences.

#### D. Analysis/Evaluation:

Some classroom visits revealed teachers who challenged students to use intelligences beyond their comfort zones. This important work helped students to identify ways in which specific intelligences can help them to be successful in a particular task. One example was observed in the middle school literacy classroom when the teacher introduced a “To-Do List” when he assigned a long-term project that involved several important steps. His assessment of preferred learning styles among the students revealed that many used visual-spatial and bodily-kinesthetic intelligences more frequently than verbal-linguistic. He facilitated all students in using the graphic organizer designed to list, date, and organize elements of the long-term task so that more students would meet with success. In challenging all learners to access their verbal-linguistic intelligence, results included a higher number of students meeting with success on the task.

E. Additional Evidence:

While this important work began this year in some classroom settings, we recognize that we have additional work to do in this area. Summer professional development sessions include workshops and demonstration of exemplary units that illuminate the effective use of multiple intelligences in classroom instruction and assessment.

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A. Measure (as stated in our charter):

**h. 80% of parents and community members indicate that they are satisfied with the school's academic program as evidenced on stakeholder surveys.**

B. Method:

- (1) Informal stakeholder surveys
- (2) Formal stakeholder surveys

C. Results:

- (1) While gathering informal data regarding parent and community members' satisfaction with the school's academic programs, this goal was **partially met**. These data were gathered each and every morning as parents dropped their children off, as parents picked their children up in the afternoons, during formal meetings with our Parent Association and with other parent groups, during parent-teacher conferences that occurred in the spring and during individual parent meetings. In general, parents were more satisfied with the academic program in the lower school. This was attributed to a more stable lower school faculty who were highly qualified to teach the elementary disciplines. Further, report card and DRA (Developmental Reading Assessment) data that were shared with lower school parents provided support for not only the strength in the lower school academic program, but also communicated clearly the progress that each child had made during the school year. Additionally, individual student weaknesses were identified and shared with lower school parents. Evidence of parent satisfaction in the middle school, as evidenced by informal surveys of parents, was less successful.

Due to the lack of a stable middle school staff, particularly in the shortage area of science, some middle school parents shared concerns about some parts of the academic program. Science was a particular concern, as communicated by several parents. Further, parents communicated that they were not satisfied with the quality of special education teaching and mathematics teaching in the middle school.

- (2) A formal stakeholder survey was not disseminated this year. Due to the lack of this data, this goal was **not met**.

D. Analysis/Evaluation:

Many parents clearly communicated their feeling regarding the academic program in year 1 during literally dozens of individual and group meetings. Reactions were mixed regarding several of the school's programs in the middle school, but general satisfaction was expressed regarding the academic program in the lower school. We recognize that

we must provide more consistent instruction in several important areas. These areas are science, secondary mathematics and middle school special education. As stated above, a stable faculty in these areas will address the majority of concerns. In addition to already hiring a competent faculty for the upcoming school year, we have already begun to work on curriculum development this summer. This will provide the needed structure for faculty to ensure that the rigor and alignment with the state standards is documented. Our new teacher evaluation process will provide on-going formative support for teachers. In hiring the new leadership team, the principal will focus her attention solely in the areas of curriculum, instruction, assessment and professional development.

The teacher evaluation process (Appendix B) will provide 3 formative observations per year per teacher. The steps in the process include a pre-observation conference, the actual observation, and a post-observation conference in which the supervisor and teacher reflect on the lesson based on the rubrics in the *Ross Global Academy Standards of Teaching* (Appendix A). The rubric domains include planning and preparation, the classroom environment, instruction, and professional responsibilities. Additionally, the evaluation process includes a summative assessment of the teacher's yearly performance. The summative is informed by the formative assessments.

In addition to this process, teachers are now required to develop an individual professional development plan. The teacher will devise a plan and meet with his/her supervisor to discuss it. The plan must address manners in which the teacher can help to increase student learning. The documents in Appendix B help the teacher to identify items to address in his/her plan and ways in which to document the plan. The teacher will meet with his/her supervisor periodically to review progress made.

#### E. Additional Evidence:

Although we **partially met** this goal as assessed through informal stakeholder surveys, we want to assess the satisfaction of our parents in a broader and more scientific manner. Appendix C contains the newly developed *Parent-Teacher Survey*, which we will administer in February, 2008. The data gathered from this new instrument will provide formal data regarding parent/guardian satisfaction.

#### **2. Summary Goal #1:**

- Met/exceeded 50% proficiency goals on state assessments in ELA and mathematics in grades 5 and 6
- Partially met 80% goals on classroom/report card assessments
- Met/exceeded 50% proficiency goals on lower school DRA
- Met/exceeded 90% attendance rate goal
- Met/exceeded 7% attrition rate
- Partially met goal of NYS and Ross standards alignment
- Partially met goal of having an informal teacher evaluation system in place
- Did not meet goal of having a formal meaningful teacher evaluation system in place
- Met goal of using multiple intelligences during instruction and assessment
- Partially met goal of 80% of parents being satisfied with the academic program when surveyed informally
- Did not meet goal of 80% of parents being satisfied with academic program when surveyed formally

### **3. Action Plan Goal #1:**

#### Hiring an Appropriate Faculty for the 2007-08 School Year

We put a detailed hiring process into place that began in February, 2007 to ensure the hiring of an appropriate faculty who will meet the needs of our students. Committees were put into place so that many voices would be considered as we finalized the adult members of our learning community. We recruited staff from major publications, such as *The New York Times*, and major universities, such as Teacher's College, CUNY, SUNY, New York University, Bank Street College, Hofstra University, and Long Island University. One of our institutional partners, New York University, set up a mini-job fair to recruit teachers specifically for RGA. Additionally, we advertised in many publications and on-line resources, such as NEMNET, the Asia Network, *Caribbean Life*, and *El Diario*, to attract a diverse faculty.

The process of hiring faculty members included a committee of teachers, staff, and administrators. Extensive reference checks were carried out for each potential staff member. Individuals were asked to exhibit their teaching capabilities in demonstration lessons and a committee of individuals observed and wrote commentaries on what was seen. As a result of these new processes, we have a committed, qualified faculty in place for the 2007-08 school year. We had specific difficulty in attracting qualified faculty members in the shortage areas of math, science and special education. At present, we have certified teachers in each of these areas, in addition to having secured teachers in all other elementary grades and middle school subject areas.

Further, 52% of our new faculty is comprised of individuals of Caucasian descent, while 48% are diverse candidates of African-American, Asian, and Latino descent. Of the 23 faculty members hired, 21 are experienced teachers. A new leadership team has also been put into place, which includes a principal, assistant principal, and director of operations. Two of the three school leaders come with many years of experience in leadership, while our new assistant principal, an emergent leader, joins us with NYC DOE teaching experience. This will bring an much-needed dimension to our collaborative team.

We believe that because we are entering year 2 with a faculty and leadership team who are extensively prepared to meet the needs of our students, our attrition rate in year 2 and beyond will decrease. Further, adherence to the NYS and Ross standards will increase. Professional development sessions began on May 22, 2007 for the faculty for the upcoming school year. As a part of our partnership with the New York City Center for Charter School Excellence, the initial professional development session was offered by NYCCCSE personnel to ensure our faculty's awareness of achievement gaps between racial and ethnic students in addition to sharing test results from all New York City charter schools. Further, as a part of our institutional partnership with the Ross Institute, two professional development sessions have already occurred in early June. Two additional weeks of professional development prior to the start of school are a required component as stated in each teacher contract. These two weeks are planned for August 13 – 17 and August 20 – 24, 2007. Topics included in our PD plan include issues surrounding professional learning communities, curriculum, instruction, assessment, teacher evaluation, teacher professional development plans, NYS standards, and Ross standards. Individual teacher partnerships between RGA faculty and our sister school, Ross School, will be continued and where appropriate, established. (Summer professional development plan is documented in Appendix D)

Creating a Teacher Evaluation System to Ensure Accountability

The newly created *Ross Global Academy Standards of Teaching* (Appendix A) will guide our teacher evaluation process. Further, it will inform the development of Individual Learning Plans (ILP's) for each teacher. The Standards of Teaching are divided into four domains: planning and preparation; the classroom environment; instruction; and professional responsibilities. Components within each domain help to identify whether a teacher is currently working in one of four rubric components: unsatisfactory, basic, proficient, or distinguished. Documents have been created to guide an observation process that each teacher will experience with his/her supervisors three times yearly. The process includes a pre-observation conference, the classroom observation, and a post-observation conference. Guiding questions to help the teacher clearly identify learning goals and objectives, needs of the learners, lesson content and assessments have been established. A written report of each of the three observations will be given to the teacher and will be placed in the teacher's personnel folder. Finally, a summative evaluation that is informed by the three formative evaluations will be written and delivered to the teacher. (Observation and professional development plan processes documented in Appendix B)

Creating a Formal Stakeholder Survey

The newly created *Parent-Teacher Survey* will assist us in meeting future goals in formally assessing the satisfaction of our parents and teachers regarding all aspects of our program (Appendix C). The analysis of these data will provide us with quantitative data on which we will be able to base our goal attainment. We have already scheduled the survey for February, 2008.

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**Goal #2.** Serve all students from a diversity of backgrounds and from a wide range of traditional academic abilities, including students who have special learning challenges and those students who are English language learners.

A. Measure (as stated in our charter):

**a. All students meet the annual goals outlined in their IEPs. Students needing learning support are identified as they enter the school or soon after and they receive appropriate support.**

B. Method:

- (1) review of annual goals and annual reviews of 32 students with IEPs
- (2) evaluation of child study team referral process
- (3) review of student report cards and student work for IEP students

C. Results:

- (1) While we serviced 32 children in total during the course of the 2006-07 school year, 15 of those children received only the related services of speech therapy, occupational therapy, and physical therapy. For a variety of reasons, including late access to the ATS system, the school was not fully prepared to meet the needs of all children during the first few months of the school year. All students did not meet *all* IEP goals. All students met *some* IEP goals. Further, 31 of 32 IEP children were promoted to the next grade.

The goal of all students meeting all IEP goals was **partially met**. When the school's analysis of student needs became clear, all appropriate services and faculty members were put into place.

- (2) The coordinator of special education, school social worker, special education teachers, and related service providers met regularly with the entire lower school team as well as with the entire middle school team to review student work, progress, and referrals. This team began to work together fully to provide all needed referrals and services after the beginning months of the school year. As a result, this goal was **partially met**.
- (3) The on-going review of student work took place throughout the year. General and special education teachers, the school social worker, school leaders and related service providers, in addition to the special education coordinator, participated in these reviews. Meetings to discuss student work took place during common prep and team periods as well as after school. One student of the 32 IEP students was retained, indicating that 31 children did progress in meeting the standards for their grade level. A parent-teacher conference replaced the report cards for the first marking period to communicate student progress to families. Accordingly, this goal was **met**.

#### D. Analysis/Evaluation:

Our processes for referral and identification of children with special needs and the provision of all services became more fluid during the second part of the school year. Procedures for reviewing student work were solidified when we structured common planning time for lower and middle school teams during the school day, although not all of this time was used wisely.

The goal of having *all* students meet *all* yearly IEP goals is somewhat unrealistic. Frequently, IEP goals are carried forward from year to year, as they are not attainable yearly. Progress toward the goals is usually achieved, but meeting the goal completely occurs more infrequently. One example, and a frequently used literacy goal, is that the child will work toward more proficient reading comprehension throughout the year. While this is a measurable goal, and a child may make progress, it would not be uncommon for the following year's goals to identify progress toward proficiency in reading comprehension again. This would also be true with many of the goals identified by related service providers in speech, physical and occupational therapies. Although the children do make measurable progress, it is not unusual for the goals to be included from year to year.

#### E. Additional Evidence:

We have secured our related service providers prior to the 2007-08 school year. Further, we have arranged for related services that were not provided in the early part of this school year to be provided during our

summer session. In addition to the current staff of two full time special educators, a school social worker, a part-time coordinator, and contracted related service providers, we added another full time special educator for the 2007-08 school year.

During our mandated summer professional development session (see Appendix D), our school social worker and special education coordinator will join the principal in providing a workshop regarding referral protocols and general information for the full faculty prior to the beginning of the upcoming school year. This will ensure awareness and compliance. Additionally, the newly designed teacher evaluation rubrics (see Appendix A) includes several components regarding the identification of children with special needs, review and assessment of student progress, and differentiated instruction to ensure accountability regarding the needs of special education students.

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A. Measure (as stated in our charter):

**b. 75% of ELLs who take the NYSESSESLAT will improve by at least one performance level each year as evidenced on the NYSESSESLAT score.**

B. Method:

- (1) Review of NCLB and NYS new regulations regarding services and NYSESSESLAT exams to ELLs
- (2) Review of NYSESSESLAT results for one ELL enrolled according to these new regulations
- (3) Review of report card and student work for one ELL enrolled according to the new regulations

C: Results:

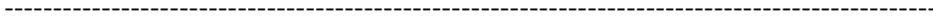
- (1) In a letter to public school administrators and charter leaders dated August 4, 2006, Jean C. Stevens, the Interim Deputy Commissioner from the New York State Education Department informed school leaders that according to instructions from NCLB, "New York State must administer its ELA assessment to LEP/ELL students who, as of January 3, 2007, have been enrolled in a school in the United States for one year or more." As a result of these regulations, there is no comparison of performance on the NYSESSESLAT from year to year. Further, according to these new regulations, we had only 1 student enrolled who was eligible to take this assessment. This goal is **no longer viable**.
- (2) The one student who took the NYSESSESLAT this spring scored at proficient levels on all sections of the exam. This goal was **met**.
- (3) The one student who was classified as an ELL under the new regulation met the learning standards in all disciplines for his grade level and was promoted to the next grade. This goal was **met**.

D. Analysis/Evaluation:

As a result of the NCLB and subsequent NYS regulation change regarding ELLs, there is very little data to assess. The sample size of one student, although he scored at proficient levels, is not a significant sample size.

E. Additional Evidence:

Although the regulations require that all children who are enrolled in schools in the US for one year or more take the NYS ELA exam, we are still providing needed support for children based on assessments identifying proficiency in English. Our literacy specialist, in collaboration with general and special educators, will continue to scaffold and support children whether or not they qualify under the NCLB and NYS regulation.



A. Measure (as stated in our charter):

**c. Students are admitted by lottery and the school strives to be as diverse as that of New York City overall as evidenced by school demographics and school recruitment methods.**

B. Method:

- (1) Evaluation of lottery
- (2) Comparison of school demographics with 2000 Census demographics for NYC

C: Results:

- (1) School lottery took place on May 16, 2007. We admitted a new kindergarten class, in addition to filling a few open seats in grades 1, 2, 6, and 7. We are completely enrolled (22 children per section, plus 2 additional children per section to account for potential attrition) and have waiting lists for all grade levels, ranging in size from 31 children waiting for grade two through 120 children on the wait list for kindergarten. The goal for admitting students through a lottery was **met**.

- (2) Table below describes the diversity in our student body. The goal was **met**.

<b>Demographic Comparison: Ross Global Academy vs. NYC (2000 Census Bureau)</b>					
	<b>White</b>	<b>Black</b>	<b>Latino</b>	<b>Asian</b>	<b>Other</b>
<b>NYC Demographics</b>	37%	25%	27%	10%	1%
<b>School Demographics</b>	8%	38%	27%	24%	3%

D. Analysis/Evaluation:

While the specific demographics differ between New York City and the school somewhat, the school is comprised of a considerably diverse student body. It is understandable that the percentage of Asian students in our school is somewhat higher than in New York City as a whole as a result of our close physical proximity to the Chinatown area. Goal of attracting a diverse student body is **met**.

E. Additional Evidence:

In addition to racial and ethnic diversity, we are socio-economically diverse as well. This year, 50% of our children qualified for free or reduced lunch and were considered to be economically disadvantaged while the remaining 50% were not.

We will continue to examine the school's diversity in comparison to that of New York City as a whole to ensure that we have a diverse student body.

**2. Summary Goal #2**

- Partially met goal of all students meeting all IEP goals.
- Partially met goal of identifying and servicing special needs students early.
- Met goal of reviewing student work on an on-going basis.
- Met reachable goals regarding ELL student. Comparable data from year-to year on NYSESSESLAT performance is no longer possible.
- Met goal of admitting students via lottery process.
- Met goal of having a diverse student body.

**3. Action Plan Goal #2**

Plan for Special Education Referral and Services

Our special education coordinator and teachers are already in place for the upcoming school year. Further, our social worker and related service providers are also in place. IEPs have been reviewed and all annual reviews have taken place. As we enroll new students, we are examining their enrollment packets immediately to ensure that all needs can be met beginning with the first day of the child's school year. Further, we are connected to and fully familiar with the ATS system to access student records. As such, we will provide all special education services and related services beginning with the first day of school. There are two teachers assigned to work with the middle school students. They will provide support for classified students in all of their classes. As appropriate to the learners and to the task, students will be supported individually or as a part of a small group. The lower school children have a designated special educator as well. When newly enrolling children's needs are assessed during the first few weeks of school, we will deploy staff accordingly.

Our professional development plan for the summer includes a full-faculty workshop led by the special education coordinator, school social worker and the principal to convey the processes for referral to special education or for counseling services. Further, we have hired a remedial math teacher and a literacy specialist. They will provide intervention services to students prior to the referral to the Committee on Special Education.

The school schedule now provides common planning time each day for middle school and lower school teams. A minimum of one day weekly is specifically earmarked for the full team to discuss individual student needs. Another day, minimally, is devoted to the on-going review of special education student work and progress. This will ensure the monitoring and tracking of the needs of special education students.

As mentioned above, a stakeholder survey has been developed (Appendix C) so that parent/family satisfaction regarding special education services can be assessed.

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**Goal #3.** Provide an interdisciplinary curriculum for intercultural understanding taught through an integrated approach that connects all disciplines through a cultural history core.

A. Measure (as stated in our charter):

**a. Most student work is multi-disciplinary and reflects the school's interconnected curriculum as evidenced by on-going evaluation of student work and as recorded on student report cards.**

B. Method:

- (1) Review of on-going evaluation of student work.
- (2) Evaluation of student report cards.

C: Results:

- (1) During daily team meetings, faculty meetings, and professional development sessions, the interdisciplinary nature of our curriculum and of student work was frequently assessed, reviewed, discussed and revised. While this occurred frequently, we recognize that additional work is needed in this area. This goal was **partially met**.
- (2) Appendix I offers a sample of the extensive nature of the narrative portion of our report cards, in which the nature of students' interdisciplinary work is evaluated and shared with families. This goal was **partially met**, as the narrative portion of our report cards were not delivered to families for all 4 marking periods.

D. Analysis/Evaluation:

Daily team meetings that took place during the school day, in which the evaluation and development of curriculum and assessment took place, were instituted about halfway through the school year. Although some of the time was devoted to Ross standards, such as integration, we recognize that more of our energies must be devoted to this area. Interdisciplinary work is a critical component to being a Ross school and as we reflect on our work this year, we have determined that additional attention must be focused in this area.

As mentioned above, report card distribution occurred later than it should have occurred. We recognize the need for continuous communication with families regarding student progress as we move forward.

E. Additional Evidence:

Appendix G offers evidence of our March 1, 2007 Open House for Families, during which many parts of our interdisciplinary curriculum was demonstrated and displayed for our families. Our faculty and many of our students participated. One example of the work demonstrated this evening was an integrated project that all of our middle school students participated in. While the central core of the project came from our foreign language curriculum (Chinese New Year), the teachers in the disciplines of art, music, theatre, literacy, social studies and cultural history all participated in engaging students in meeting both NYS and Ross standards.

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A. Measure (as stated in our charter):

**b. Cultural history curriculum is clearly defined and efforts to incorporate local history are given high priority as evidenced by curriculum documents, faculty evaluations, student report cards and on-going evaluation of student work.**

B. Method:

- (1) Review of cultural history and NYS social studies curricula synopsis and documents.
- (2) Evaluation of student work and report cards with regard to cultural history and social studies.
- (3) Review of faculty evaluations.

C. Results:

- (1) Appendix F offers the K-8 curriculum synopsis, which includes the defined cultural history curriculum. While full curriculum maps were not completely achieved this year in cultural history for each grade level, some units for each grade level were developed. We recognize that additional work is needed to align these units with the NYS standards and to complete the curriculum maps. Additionally, continued attention must be given to the NYS curriculum and standards in social studies. Accordingly, this goal was **partially met**.
- (2) Student work was reviewed on an on-going basis, but this happened more frequently during some parts of the year than during others. Further, as stated earlier, report cards were not issued until the second half of the school year. In this regard, evaluation of the report cards was not fully developed. While we came closer to meeting this goal as the year progressed, we recognize that additional work must be made in this area. There was more focus this year on the cultural history core curriculum. We recognize the need for an emphasis on local history as stated in the NYS social studies standards. This goal was **partially met**.
- (3) As mentioned above, faculty evaluations occurred this year on an informal basis. This provided only partial evaluation of teachers and held them minimally accountable for their performance. As such, this goal was **partially met**.

D. Analysis/Evaluation:

Substantial attention was given to the cultural history curriculum prior to the beginning of the school year. This work continued during the school year. However, a full curriculum map for the NYS social studies curriculum was not completed.

Report cards were devised aligning assessment with the NYS standards and students were evaluated using the same performance levels used in state assessments. However, this did not occur until the second part of the school year. We recognize that we must devote attention to sharing student progress with families from the beginning of the upcoming school year.

As mentioned above, a formal teacher evaluation process was not in place this year. Our new process, including rubrics for evaluation of teacher performance in the four domains of planning and preparation, the classroom environment, instruction, and professional responsibilities, is attached in Appendix A and B.

E. Additional Evidence:

Much of the curricular design has taken place during July and will continue to be developed and documented on the 'Wiki' in August, as described in our summer professional development plan (Appendix D). Continued use of team planning time will enhance the discussion among faculty regarding the cultural history core curriculum and the development of integrated, standards-aligned curricular units and maps. As the school schedule is finalized for the upcoming school year,

priority will be given to meaningful and on-going use of common team planning time.

To ensure that teachers understand fully the importance of both the Ross cultural history curriculum and the NYS social studies curriculum, we have combined the humanities (cultural history, social studies and literacy) into one block. One teacher in grade 6 and one teacher in grade 7 will teach the humanities block. The responsibility of teaching all three subject areas was identified in each teacher's offer letter for the 2007-08 school year to provide total clarity regarding teaching responsibilities.

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A. Measure (as stated in our charter):

**c. Teacher teams have common planning time and teach integrated units throughout the year as evidenced by curriculum documents and teacher schedules.**

B. Method:

- (1) Review and evaluation of teacher schedules.
- (2) Evaluation of curricular documents.

C. Results:

- (1) Appendix E gives an example of a lower school teacher schedule as well as a middle school teacher schedule. While each division of the school did share common team planning time, this was not evident throughout the entire school year. Further, not all of the team time was spent wisely. Accordingly, we **partially met** this goal.
- (2) The review of curricular documents reveals that some units were developed in the area of cultural history and some integration did occur. However, appropriate alignment with the NYS standards is not evident. The NYS social studies curriculum map was not completed. This goal was **partially met**.

D. Analysis/Evaluation:

The importance of integration in the Ross model is a critical component in the successful development of a Ross school. As such, the manner in which team planning time is spent among all teachers within a division is vitally important. While the cultural history core is paramount to a Ross school, the NYS social studies curriculum is a tested curriculum in both grades 5 and 8. The grade 8 social studies test encompasses two years of instruction in American history. This curriculum varies greatly from the grades 7 and 8 cultural history curricula. Since one of the goals in our charter is that students will perform at high levels on all NYS assessments, appropriate attention must be given to both cultural history and social studies.

E. Additional Evidence:

While the grade 6 NYS curriculum in social studies and cultural history are somewhat similar in the study of ancient civilizations, the curricula in grades 7 and 8 differ greatly. A full time 7<sup>th</sup> grade curriculum writer has been employed to work for 20 full days this summer to develop this

important curriculum. He, like other curriculum writers who have been hired to address curricular development this summer, is using the previously mentioned 'Wiki' to document the curricular units and map. The components within this curriculum writing template will ensure standards compliance.

### **2. Summary Goal #3**

- Partially met goal of providing an integrated curriculum.
- Partially met goal of reporting the integrated curriculum to families on report cards.
- Partially met goal of providing a developed cultural history core.
- Partially met goal of attending to the local history as stated in the NYS core curriculum in social studies.
- Partially met goal of evaluating faculty.
- Partially met goal of using common team planning time appropriately.

### **3. Action Plan Goal #3**

#### Summer and On-Going Curriculum Work Using The Newly-Designed 'Wiki'

Seven teachers from the school have been employed to develop our curriculum units and maps from July 9 – August 3, 2007. This work will continue during our professional development days in August, as well as during our 13 professional development days throughout the upcoming school year. The use of our curriculum writing template on our 'wiki' ensures that integration, NYS and Ross standards, including the use of multiple intelligences, are included in the units and maps.

Since our curriculum writing is informed, as mentioned above, by the research of McTigue and Wiggins in their work in backwards design, the teachers are identifying the outcomes in the earliest stages of the curriculum development. These will develop into the students' report card outcomes. By identifying the report card outcomes prior to the teaching of the curriculum, teachers will be clear on what they want students to learn. Further, report cards will be prepared well in advance of the start of the school year.

Developing a new teaching position that encompasses all of the humanities, including cultural history, social studies and literacy will ensure teacher accountability in teaching all three subject areas. As mentioned, these responsibilities have been outlined in the humanities teacher contracts.

As previously discussed, a full and comprehensive teacher evaluation process (Appendix B) is now in place. Finally, teacher schedules will continue to include common team planning time. We are fully confident that we have secured a faculty that is and will be fully invested in our students and in our school and we anticipate that the daily common team planning time will be used wisely.

**Goal #4.** Provide programs that promote self-directed learning, responsibility and the exploration of individual interests.

A. Measure (as stated in our charter):

**a. Students pursue their personal passions and interests in depth as evidenced by a 90% daily attendance average in year 1 and through on-going reviews of student work.**

B. Method:

- (1) Evaluation of attendance rate.
- (2) Evaluation of student work, assessment, and schedules in enrichment program.

C. Results:

(1) As mentioned in the ATS table provided above, our daily attendance rate was 92.3%. This was slightly higher than our goal of 90%. This goal was **met**.

(2) During the second half of the school year, we implemented a school-wide enrichment program for all enrolled students. This program was informed by the work of Renzulli and Reis in their work, *The School-Wide Enrichment Model*. As evidenced in Appendix H, each teacher developed an enrichment cluster and a course offering booklet was developed. Families received the course offering booklet and worked with their children to enroll in clusters that helped children to explore their personal interests. The enrichment program appealed to all children. Evidence of student and family buy-in was the fact that prior to the enrichment program, lower school students were given the choice to leave school at 3:30 PM instead of leaving at 4:30 PM, which is the official end of our school day. The DOE was providing us with both 3:30 PM and 4:30 PM buses to accommodate both dismissal times prior to the enrichment program implementation. After the program was in place, no lower school families continued to make the choice of having their children leave at 3:30 PM and arrangements were made to cancel the 3:30 PM bus. Further, teachers, parents and students reported frequently how successful they assessed the program to be. Several clusters produced end-products, such as a vocal CD produced by the chorus cluster and a CD produced by the technology-in-music cluster, which contained the original works of each participant. The *Dance, Dance, Dance* cluster, in addition to *Musica! Musica!* ended the year with dance performances that the families were invited in to enjoy. In all, while our enrichment program was highly successful, we provided the program during the second half of the year and accordingly, would assess that we **partially met** this goal.

D. Analysis/Evaluation:

In partially meeting the goal of providing programs in which students are engaged in their own personal passions and interests, our enrichment program also provided needed structure to the later part of our extended school day. The success of this program has led us to view our Saturday program offerings in a similar fashion. Families have provided feedback regarding the Saturday program that has drawn us to reflect on the program components for this year. We are currently planning an extension of our enrichment program for a portion of the Saturday program.

We are planning to provide programs that engage learners in areas of personal interest and passion starting in the beginning of the school year. Our plans for the upcoming school year include an enrichment program year-round.

E. Additional Evidence:

Children, teachers and families have inquired about the length of time spent in each cluster. Some enjoyed what they were doing to the degree that they did not want to change clusters, while others wanted to experiment with different groups in which they were interested. We will design clusters for the upcoming school year giving options for time frames of varying length.

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A. Measure (as stated in our charter):

**b. Students become aware of personal learning styles and reflect on their learning as evidenced by student progress on report cards, on-going review of their work and in stakeholder surveys.**

B. Method:

(1) Review and evaluation of student work pertaining to student awareness of personal learning styles.

C: Results:

(1) Student work was reviewed throughout the year in some core classrooms and in special area classes with regard to student awareness of personal learning styles. Progress was made in this area by our school social worker in a course she designed for middle school children called 'SIPS' (Social Interaction and Personal Styles) and in her regular weekly lower school classes called 'Social Skills'. As part of the curriculum she developed, particularly with the middle school children, she administered several different instruments that were designed specifically to help students identify their own learning styles. Further, she facilitated the students in both using the intelligences that they preferred and encouraged them to examine and experiment in using other intelligences. While she reported on the progress of this program during the second half of this school year, we are looking to create a more detailed way to collect these data for next year. As such, we **partially met** this goal.

D. Analysis/Evaluation:

Since the use of multiple intelligences is an essential component to a Ross school, facilitating learners in identifying their own personal learning styles is important to developing our students within the philosophy of our school. Further, in addition to developing these skills in a special area class such as 'SIPS', core classes will need to develop consistent ways in which to help students identify and use a variety of intelligences.

E. Additional Evidence:

We have provided, as mentioned above, a specific check-off box within our new curriculum writing template that provides a format for identifying the learning styles used in each unit. This will assist the consistency needed in use and development of learning styles in our classrooms.

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**Summary Goal #4**

- Met goal of 90% attendance rate.
- Partially met goal related to engaging students in studying areas of personal passion and interest.
- Partially met goal related to helping children to identify personal learning styles.

**Action Plan Goal #4.**

Enrichment Program Continuation and Possible Expansion

While we met with success in offering our enrichment program to provide opportunities for children to select classes that appeal to their personal passions and interests, we recognize the need for this program to be in place from the beginning of the upcoming school year rather than offering it for half the year. Our faculty members are currently designing clusters so that the course offerings can be mailed home over the summer and a schedule for the clusters can be devised prior to the start of school. Once again, clusters will vary between being co-curricular and extra-curricular.

We are planning the Saturday program for the upcoming year as a way to further develop the opportunities we provide for students to explore their personal passions and interests. Several of the faculty members have expressed interest in teaching in the Saturday program to continue working with the children in these areas.

Further Development of Learning Styles

The important work of helping our students to identify their personal learning styles will continue to develop throughout our curricular development. While we will continue with this work in our social skills classes, each integrated or discipline-specific curriculum map will identify the intelligences used in the particular unit. Suggestions have been made that teachers post the intelligences some way in the classroom to facilitate conversation about which intelligences are being used in particular assignments or activities. Through this kind of on-going conversation and identification of multiple intelligences, students will continue to develop an understanding of their preferred learning styles in addition to other ways of learning that may further their success.

**Goal #5.** Incorporate a holistic approach to providing and raising awareness about nutrition, health and well-being as part of the educational program.

A. Measure (as stated in our charter):

**a. 85% of students meet or exceed learning standards in health and wellness for their grade level as indicated by passing marks.**

B. Method:

- (1) Evaluation of on-going reviews of student work and report cards to assess whether or not 85% of students are meeting or exceeding learning standards.
- (2) Review of student wellness plans.

C. Results:

(1)

<b>Wellness Report Card Data</b>		
	<b>Met Standards</b>	<b>Did Not Meet Standards</b>
K	98%	2%
1	96%	4%
5	100%	0%
6	100%	0%

As indicated in the table above, student work in health and wellness classes was reviewed throughout the year. While report cards were issued during the second part of the year, more than 85% of students were found to have met or exceeded the standards in this discipline. We recognize that the review of this work must be reviewed and indicated on report cards from the beginning of the school year. As such, we **partially met** this goal.

(2) Some progress was made regarding the development of student wellness plans. A technology integrator worked with the wellness teacher during middle school wellness classes to create blogs, or web journals that were used to track the foods each child ate and daily exercise. The teachers then engaged students in reflective processes to record how they felt when their food and exercise habits were appropriate and to the contrary, how they felt when healthy habits were not chosen. The blogs were shared with families at the March Open House discussed earlier.

In the lower school, healthy foods were discussed and identified, as was the importance of daily exercise. We will continue to develop the students' wellness plans so that the lower school children record some part of their healthy habits when appropriate. As such, the goal of having student wellness plans was **partially met**.

D. Analysis/Evaluation:

While we continue to use the programs and connections we obtained this year and continue to explore additional options, the absence of a gym poses unique problems in providing an appropriate wellness program. The technology integrators have collaborated with the director of wellness to provide a program for indoor aerobic exercise during months in which the weather prohibits outdoor play, this option is still secondary in success when compared to having a gym.

Additionally, since most spaces in our current facility are shared with a second class, the noise level has to be kept down. Although we are in a continuous search for new options, including a current discussion with the Chinatown Y, a facility with a gym would be advantageous.

Conversations with different constituency groups revealed that there are some concerns about the school's ability to provide a developed wellness program in

the current facility since there is no gym. Although outdoor areas for wellness activities are secured at the facility, the school has had to search for alternative places and activities in order to appropriately meet the needs of our students. Some of these alternative activities included yoga instruction provided at a local dance studio in which we rented space, a part-time tai-chi instructor, and dance coach. Further, we secured a permit to use a local park facility when the weather permits.

While we made some progress in developing wellness plans with each student, we recognize that more work is needed in this area.

E. Additional Evidence:

Our Director of Health and Wellness has joined the Charter School Athletic Association so that our children are able to participate in a variety of competitive sports. Despite the fact that we have no gym, our co-ed 5<sup>th</sup> and 6<sup>th</sup> grade basketball team completed an undefeated season and were named city-wide champions after winning the CSAA Championship Tournament. We met with similar success with our soccer team (2<sup>nd</sup> place city-wide) and our girl's step team (2<sup>nd</sup> place city-wide). These events, in addition to the practice and preparation that brought the teams to these levels of merit, are evidence of our devotion to our children's success despite adversarial conditions.

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A. Measure (as stated in our charter):

**b. Some students eat healthy meals at school and all students participate in physical activities as evidenced in participation in the school meal plan, observations, and course enrollments. Wellness resources and programs are provided in conjunction with the academic program, including summer and after school programs.**

B. Method:

- (1) Evaluation of participation in the school meal plan.
- (2) Observations of students and course enrollments in options for physical activities.

C. Results:

- (1) During the school year, we participated in the school food plan, which is a service provided by the NYC Department of Education. As stated previously, 50% of our children receive free or reduced lunch. These children all participate in the food plan. Further, the DOE provides a free breakfast to all children. Aside from the children who are categorized as economically disadvantaged, some of the remaining families participated in the school food plan. As we gathered data informally throughout the year, we found that many families were dissatisfied with the quality of food at both breakfast and lunch.

As a result of these data, we began a new pilot meal plan over the summer. Our Director of Operations has taken charge of investigating and

implementing the pilot program. Informal data reveal that children and families are much more pleased with the quality of this new food plan and many more children are participating in the plan. This includes both children who are classified as economically disadvantaged as well as those who are not.

We will review and evaluate the program as summer draws to a close to determine whether or not it is feasible for us to continue with the new meal option. One of the major problems that we have encountered is the labor involved in providing a meal plan that is not connected with the DOE. When we opted for their food plan, they sent a DOE food worker to accept deliveries, heat food, serve the meals and clean the area. Over the summer, this has become the responsibility of the Director of Operations and our part-time operations assistants. Among other program elements, we will evaluate whether or not we are able to put a parent volunteer group in place to assist in helping with the program in order for it to continue.

We have **met** the goal of having some children eat healthy meals at school.

- (2) All students in the school participate in wellness classes. Our wellness teacher provides many opportunities, including organized sports and games both indoors and outdoors, technology-related aerobic activities, competitive teams, and choice-time physical activities, such as jump rope, 1/2 court basketball, whiffle ball and soccer in our outdoor area. As mentioned earlier, part-time teachers and parent volunteers contributed to our program, offering yoga, tai-chi, dance, and step team options. Further, there were several opportunities for physical activity in our enrichment program. These included *RGA Soccer Team, Fit In!, Dance, Dance, Dance, and Musica! Musica!* The developing enrichment offerings for the 2006-07 school year provide similar opportunities.

We have **met** the goal of having all children participate in physical activities.

#### D. Analysis/Evaluation:

Although we met the goals of having some children eat healthy meals at school and having all children participate in physical activities, we would like to expand upon these options further. The pilot meal program that we created for our summer session provided richer options for healthy eating and we will fully explore the development of a parent volunteer team to assist with the labor involved in keeping this program going.

The Director of Health and Wellness is expanding on the options available for physical activities through the Charter School Athletic Association. In the upcoming year, he has opted for our students to be involved in touch football and track in addition to the basketball, soccer, and step teams. Our conversations with the Chinatown Y will continue in hopes of developing a partnership with them for the purposes of renting space in one of their gyms. We increased the responsibilities of our dance coach from part-time last year to full-time in the upcoming school year.

E. Additional Evidence:

We will continue to encourage our faculty to provide physical activities during our enrichment clusters and as part of our Saturday program. To date, several have expressed interest in dance, cheerleading, track, and gymnastics. We will continue to explore the feasibility of each option within our current facility.

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**Summary Goal #5.**

- Partially met goal of evaluation of student progress in health and wellness on report cards and in student work.
- Partially met goal of developing student wellness plans.
- Met the goal of having some children eat healthy meals at school.
- Met the goal of having all children participate in physical activities.

**Action Plan Goal #5.**

Evaluation of Health and Wellness Program

As stated in several sections above, our report cards and a stakeholder survey are devised and will be in place from the beginning of the school year. This will enable our faculty and staff to monitor and track student progress from the beginning of the school year, which will provide us with a clear opportunity to fully meet this goal in the upcoming school year. The stakeholder survey will give us the data needed to assess our health and wellness program from the perspectives of all constituency groups.

Our Director of Health and Wellness will finalize plans to facilitate students in developing wellness plans. While the children in grades 6 and 7 are competent in longer-range planning, the lower school students in kindergarten, grades 1 and 2 will work on identifying healthy foods and behaviors. All students will reflect on making good choices regarding physical activities and healthy habits of body and mind.

**Goal #6.** Provide cutting-edge instruction and experiences with communication and media technologies, so that students develop a high level of sophistication both in using technology and in understanding its role in society.

A. Measure (as stated in our charter):

**a. Students regularly use different types of technology for researching, developing and presenting student projects as evidenced by data gathered on report cards and on-going review of student work.**

B. Method:

- (1) Evaluation of student progress in their use of technology as their work is reviewed throughout the year and on report cards.

C: Results:

- (1) Technology has been used in creative, cutting-edge ways in various instructional settings throughout the grades and throughout the year. Students used their laptops as

one means of researching topics across the disciplines. Further, they developed and presented projects using technology in a variety of settings.

In addition to use of laptops, students used digital still cameras, video cameras, ipods, and projectors to display their work. The following example provides a glimpse into innovative use of technology from the lower school writing workshop:

One of the technology integrators collaborated with the first grade teacher and the music teacher in an integrated unit involving the children writing “How To” books. The classroom teacher led the children through the writing process steps of prewriting and drafting. When the steps involving revision and proofreading occurred, the tech integrator pushed-in to the class for a few weeks. Using the program called, *GarageBand*, which is commonly used to create digital music, the children recorded the drafts of their stories into the computer. When this was complete, the student played his/her recording so s/he could hear the story as contained in the draft. Students were able to hear the places in which the story needed revisions. This was especially helpful in the revision process for children who are auditory learners.

After revisions were made and the stories were complete, each student’s final draft was recorded into *GarageBand*. The music teacher then collaborated with the team to facilitate each student in adding rhythms and beats as background music to his/her story. When each story was finalized and music was added to each, the tech integrator created a class CD storybook and sent a copy of the CD home to each family.

The following example provides a view of cutting-edge technology use in the middle school:

In their study of Ancient Greece, the history teacher collaborated with the tech integrator to facilitate the students in finding architecture in Lower Manhattan that was inspired by early Greek architecture. Students used a class set of digital still cameras and walked through our school building to photograph columns that were Doric, Ionic, or Corinthian in style. They found many examples in Lower Manhattan and came back to school to upload them into their laptops. The children used the program, *Flash*, which allowed them to animate the photographed columns. Using stop frame animation techniques, each student created a video to demonstrate what they had learned about these architectural structures. Each student recorded a voice-over to explain what s/he had learned. Teachers used the completed video as an alternative assessment.

While our review of student work in technology led us to reflect on the positive progress made toward the goal of facilitating our students’ technology use, we recognize that we could have been more thorough in reporting on student work on report cards. As such, this goal was **partially met**.

#### D. Analysis/Evaluation:

Our technology integrators collaborated with all classroom teachers and with special area teachers regularly over the course of the school year. Innovative, integrated projects occurred regularly and students benefited from this work. Our

learners were able to demonstrate what they learned and what they understood using a variety of technology that is rarely available to students. In these regards, we established a learning community in which technology use and proficiency are an expected component.

We will be more diligent in the upcoming school year and beyond in assessing stakeholder perceptions of the technology program on a formalized survey as well as ensuring that we report our assessment data to our families on four report cards that are delivered quarterly.

E. Additional Evidence:

In combining elements of more than one of our charter goals, our Director of Health and Wellness also collaborated with our technology integrators when they engaged students in using a technology-based exercise program. Children connected electronic floor mats to their laptops. While the students exercised aerobically on the mat, statistics about their heart and pulse rates were recorded on their laptops.

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A. Measure (as stated in our charter):

**b. Up-to-date computers are in most classrooms to provide frequent access and support daily use of technology as evidenced by number and type of technology available for use.**

B. Method:

(1) Evaluation of number, type and frequency of technology use in most classrooms.

C: Results:

(1) The school operated this year with a 1:1 laptop to student ratio in grades 5 and 6. During the second half of the school year, laptops were stored in four metal, roll-away carts so that the lower school, when needed, easily accessed them. Laptops were used virtually every day by the students in the middle school and on a frequent basis in the lower school.

In addition to the laptops, printers, projectors, cameras and ipods were available for use. Many projects, particularly in the middle school, included technology integration using these resources.

As such, this goal was **met**.

D. Analysis/Evaluation:

Many kinds of technology were made available and were used throughout the school year. Our students became aware of and familiar with a variety of technology use that facilitated their learning. Further, teachers were able to assess what children learned and understand by designing alternative assessments that involved student use of technology in presentations, research and reports.

We will continue to integrate technology in innovative ways in the upcoming years. Technology integrators will continue to collaborate regularly with all members of the teaching staff.

E. Additional Evidence:

The 1:1 student/laptop ratio in grades 5 and 6 included the use of MacBooks.

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A. Measure (as stated in our charter):

**c. Technology is used in some parts of the school. Most teachers incorporate technology into lesson plans. Technology skills are taught. These are evidenced in curriculum documents, in on-going assessment of student work and on student report cards.**

B. Method:

- (1) Evaluation of technology use and integration by teachers in on-going review of student work, on students' report cards and in curriculum documents.
- (2) Evaluation of the teaching of technology skills as indicated in curriculum documents.

C. Results:

- (1) The goal of teacher integration of technology into lesson plans by examining student work, indicating progress on report cards and in curriculum documents in some parts of the school was **partially met**. The review of student work indicated that technology use and integration occurred regularly. Some curriculum documents identified technology use and integration, but these documents were not fully completed. As mentioned above, our new curriculum-writing template on our 'Wiki' provides areas in which technology integration and use can be specifically identified. Further, report card narratives (Appendix I) demonstrate an area in which integration can be reported to parents as part of our report cards. These are now in place, and in moving forward, will be used from the beginning of the school year.
- (2) Technology skills are taught as an integrated part of our curriculum. Rather than providing separate classes to teach technology skills in isolation, our school's philosophy comprises an approach that integrates the teaching and use of technology through the regular classroom instruction. We employ a full-time technology integrator who collaborates with classroom teachers on a full-time basis. Although we integrated the teaching of technology skills in a variety of projects, curriculum documents were not completed this year. As our faculty continues to document our curricular units and maps on our 'Wiki', this work will be finalized. As such, we **partially met** the goal of documenting the teaching of technology skills.

D. Analysis/Evaluation:

We were able to provide important experiences in technology use and integration for our students this year. Our technology integrators collaborated with faculty across the grades and in special areas. Further, by integrating technology skills

and use within the regular classroom curriculum and instruction, rather than teaching and using technology in isolation of content, students were able to apply what they learned within meaningful learning situations. This is aligned with one of the Ross standards and essential components: integration.

While we made considerable progress in the areas of technology integration, use and teaching of skills, the instruments to document this progress were not finalized this year. Our faculty is now using those documentation procedures and in moving forward, we will use our 'Wiki' and our student report cards to ensure that we are documenting and measuring these goals from the beginning of the school year.

#### E. Additional Evidence:

In addition to the curricular examples given above, below find listed a variety of other integrated technology projects in which we engaged our students this year:

- First grade fluency practice using *GarageBand*
- First grade "How To" songs using robotics and word processing applications.
- Kindergarten sequencing activities using *iphoto*, *Photobooth* and browser applications.
- First grade poetry movies using *imovie*.
- Fifth grade Hindu Deity projects using *Keynote* for presentation.
- Kindergarten and first grade, understanding interface and methods of input
- Sixth grade Hindu music project using *GarageBand*
- Fifth and Sixth Grade use of fileserver for communication sharing and back-ups
- Sixth grade *Iliad* Project using social computing in *Imbee* to take on the persona of Iliad characters
- First grade comic book projects
- Word processing and digital presentations
- Internet safety, use and research

#### **Summary Goal #6.**

- Partially met goal of evaluating student technology use and integration.
- Met goal of having up-to-date computers and frequent student access.
- Partially met goal of documenting teaching of technology skills.
- Partially met goal of technology integration by teachers.

#### **Action Plan Goal #6.**

##### On-Going Documentation of Student and Teacher Use of Technology

While we made considerable progress toward the use and integration of technology, we have now put in place systems and processes that will document this progress so it can be measured. As mentioned above, teachers began to document curricular units and maps on our 'Wiki' in July. This work will continue during our professional development sessions in August (Appendix D) and will be a part of the 13 days of professional development already scheduled to occur during the upcoming school year. The 'Wiki' provides specific components in which technology use and integration can be documented. Further, our report cards, complete with an extensive narrative (Appendix I) are a means to communicate student progress in technology and other areas to families.

Our schedule (Appendix E) will continue to provide teachers in both the lower and middle school with daily team meeting time. These daily sessions will provide teachers with the opportunity to discuss the integration of technology into regular classroom curriculum and instruction. We have employed a full-time technology integration teacher whose sole responsibilities lie in the area of collaborating with other faculty members to provide meaningful, integrated opportunities for our students to use technology.

**Goal #7.** Intentionally design learning spaces that foster interaction, relationship and a sense of respect and responsibility and are also adaptable and multifunctional.

A. Measure (as stated in our charter):

**a. Room arrangements are flexible and adaptable, interaction among students and adults is permitted by room layout. The community uses the school space during and after the school day in a limited capacity.**

B. Method:

- (1) Evaluation of room layouts and use.
- (2) Evaluation of community use of school space during and after the school day.

C: Results:

- (1) Each classroom provides shared spaces for multiple uses. The use of the spaces vary depending on the needs of the teachers and students as determined by the learning activities in which the students are engaged. As such, this goal was **met**. In the shared instructional spaces (rooms 108, 110, and 118), we created multiple-use areas in the back corner of each room. These were used by classroom teachers as well as by special area teachers throughout the school year. Additionally, both classroom and special area teachers use the larger instructional spaces in each room. Further, the center circle in each classroom served as teacher office space in addition to small group and individual instructional space. In acquiring one additional large space (room 120 exchanged for room 105) for the upcoming school year, we have designed the spaces for multiple uses as well.
- (2) The Parent Association, Board of Trustees and groups from the Department of Education used several classrooms and the café for meetings and events throughout the school year. At times, sub-committees used the spaces for meetings as well. We approached our space with a flexible mindset, as we want the community to feel welcome to use the space when it is not being used for instructional purposes. As such, this goal was **met**.

D. Analysis/Evaluation:

While the location of the Tweed building has its limitations, we have approached the space in a creative way. Each space that we use, whether classroom, office, indoors or outside, multiple use is the approach we take. This ensures that all members of the community have a place to work and to meet. We have collaborated with our building manager to enhance the use of the space as we enter the upcoming year. While the space is challenging, we have used every area possible to its greatest advantage.

Wall dividers use cubbies as storage space for all constituency groups. This allows us to use all space – even that in the ‘walls’ we constructed – in useful and meaningful ways. Further, instructional spaces have ‘space within spaces’ for interesting layouts for engaging instruction. Some examples of these are carpet areas for read-alouds, tables and seats for individual and group work, and areas in which students and teachers can focus on one another during instructional periods.

E. Additional Evidence:

In addition to classroom use, we have creatively used office areas and hallway spaces throughout our allowable space in the Tweed building. Examples include:

- New counseling office in side entrance area, providing a quiet and private space
- New assistant principal office in room 115
- New offices for the nurse and special education coordinator in fire marshal’s room
- Small group instruction and conferences for both RGA and DOE in the conference area outside the principal’s office
- Exchange of classes in the middle rotunda area
- Dance, theatre and wellness classes taking place in the café
- Parent and student programs and meetings occurring in the café
- Kindergarten Moving Up Ceremonies in the café (removing tables and moving chairs in for families to be seated)
- Dance and theatre performances in the café and in the conference area outside the principal’s office (moving furniture to provide seating)
- Parent Association ‘Diversity Day’ event used all spaces inside and outside

**Summary Goal #7.**

- Met goal of flexible and adaptable room layouts.
- Met goal community using space when not used for instruction.

**Action Plan Goal #7.**

Flexible Space Use

We will continue to use all available space in the Tweed building flexibly. We will continue to welcome the Parent Association, Board of Trustees and our Department of Education groups to use our space when it is not needed for instructional purposes. In addition to welcoming others to share our space, we will continue to foster a spirit of cooperation and collaboration among our faculty and staff so that shared spaces can be used to our greatest advantage.

**Goal #8.** Foster innovative pedagogy through professional development programs for teachers and administrators that emphasize team teaching, collaborative learning, multiple intelligences, differentiated instruction, strategies for ELL and other programs necessary to best educate our population of students.

A. Measure (as stated in our charter):

**a. Quality professional development programs, which are aligned to the curriculum and used in the classroom, are evidenced by stakeholder surveys and meaningful faculty evaluations.**

B. Method:

- (1) Evaluation of professional development plans.
- (2) Review of faculty perception and use of professional development topics as evidenced by stakeholder surveys and meaningful faculty evaluations.

C. Results:

- (1) Professional development sessions occurred two half-days monthly during this past school year. Examples of topics included discussed include: curricular development, NYS and Ross standards, assessment, developing buddy relationships with other Ross schools, accountability and testing, achievement gaps, school culture and school policies and procedures.

Further, Appendix D includes the 2-week summer professional development plan that will take place during the weeks of August 13 and 20, 2007. This permits us to continue to grow together as we enter the upcoming school year. As such, this goal was **met**.

- (2) While we provided a well-developed professional development plan, the structures were not completed this year in order to evaluate the program as topics may have been applied in the classroom or from the perspective of the teachers. Informal observations of and conversations with teachers did occur. These informal data reveal that some teachers applied professional development topics in class and some teachers considered the professional development plan to be meaningful. As mentioned above, structures for formally evaluating teachers (Appendix B) and for gathering data in a stakeholder survey (Appendix C) are now in place and will be used at the beginning of the upcoming school year. As such, this goal was **partially met**.

D. Analysis/Evaluation:

The extensive nature of our professional development sessions exceed the amount of time devoted to professional development in the majority of school settings. While much was accomplished during our twice-monthly half days, we have restructured our design in the upcoming school year to include one full day rather than two half days. Based on the feedback we received from faculty, longer periods of concentrated time was preferred. Feedback from our families concurred, as some found the two monthly days difficult with regard to childcare. In addition to the professional development days during the school year, our two week summer session is fully developed.

Appendix D illustrates the topics that we will provide for our faculty and staff. Extensive work using the Dufour and Eaker research on professional learning communities will be an on-going conversation throughout the upcoming school year. This work will help faculty to understand how to meet the needs of individual learners within the classroom, to monitor and track individual student progress, to provide appropriate support and scaffolding to struggling learners, and to better challenge high achieving students.

E. Additional Evidence:

In addition to the planned sessions dealing with professional learning communities, we will focus much of our professional development time on continuing to create and document our curriculum maps on our 'Wiki'. On these curriculum maps, we will continue to identify the NYS and Ross standards, opportunities for integrated curriculum design, technology integration, and the on-going use of the Ross core values and motto, *Know Thyself In Order to Serve*.

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A. Measure (as stated in our charter):

**b. Teachers have team meetings to develop integrated curriculum. Teachers collaborate when designing curriculum. Teachers reflect on their teaching practices.**

B. Method:

- (1) Evaluation of teacher schedules for team meetings in order to collaborate on integration and curriculum.
- (2) Review of reflective practices of teachers.

C: Results:

- (1) Appendix E provides a sample of teacher schedules from the lower and middle schools. Teachers have common team time and common prep time in both divisions of the school. Integrated curriculum design was a part of these meetings, in addition to other meeting times that occurred after school. As these schedules were adopted midway through the school year, this goal was **partially met**.
- (2) Although reflective practices were observed and discussed informally, a formal teacher evaluation process was not in place. It has been designed and is demonstrated in Appendices A and B. Domain 4 in the *Ross Global Academy Standards of Teaching* includes components that set up expectations for reflective practice. In moving forward, this more formalized process will be in place. Since our evaluation of reflective practice was done only informally, this goal was **partially met**.

D. Analysis/Evaluation:

Team meetings, at which important conversations and collaborations took place began to occur in a meaningful way during the second half of this school year. As stated earlier, our 2007-08 faculty has already engaged in several professional development sessions during which important collaborations have begun to blossom. In the upcoming school year, meaningful collaborations to develop integrated curriculum will occur from the beginning of the year.

The *Ross Global Academy Standards of Teaching* will enhance teachers' use of reflective practice as a means of evaluating student learning as well as their own teaching practice. During professional development sessions in August, the teaching rubrics will be discussed fully with faculty members. In the upcoming school year, conversations about teacher practice and student learning will revolve around these rubrics. Reflective practice will be an important component in these discussions.

E. Additional Evidence:

The coherence of the lower and middle school teams has already become apparent during the spring professional development sessions and during the summer curriculum writing projects. Teachers are observed throughout the summer days collaborating on curriculum design with one another, with teachers at our sister school, Ross School in East Hampton, and with members of the Ross Institute Teacher Academy.

**Summary Goal #8.**

- Met goal of providing quality professional development programs
- Partially met goal of evaluating professional development programs

**Action Plan Goal #8.**Evaluation of Professional Development Programs

As we move forward, we will use the *Ross Global Academy Standards of Teaching* (Appendix A) as a part of our teacher evaluation system (Appendix B) to evaluate our teachers' implementation of our professional programs. Three yearly observations will be formative, in which the teacher will receive guidance and support from their supervisors. Our professional development plan (Appendix D) will continue to be extensive in the spirit of providing every level of support that is possible.

<b>II. Summary of All Goals</b>		
Measure	Description	Outcome (met/not met)
1a	50% of students achieve proficiency (levels 3 or 4) on state and city ELA and math exams after one year of instruction	Met
1b	50% of students achieve proficiency (level 3 or 4) on the science and social studies exam after one year of instruction	Unknown**
1c	80% of students meet or exceed learning standards for all disciplines on their grade level	Partially met
1d	Average daily attendance is 90%	Met
1e	Student attrition is 7% annually	Met
1f	Curriculum is linked to standards	Partially met
1g	Teachers use multiple intelligences during instruction and assessment	Met
1h	80% of parents and community members are satisfied with the school's academic performance	Partially Met
2a	All students meet goals in IEPs	Partially met
2b	75% of students taking the NYSSSLAT advance one performance level yearly	Not viable
2c	Students are admitted by lottery and come from diverse backgrounds	Met
3a	Most student work is multi-disciplinary	Partially Met
3b	Cultural history curriculum is defined and integration of local history is given high priority	Partially met
3c	Teachers have common team time and teach integrated units	Partially met
4a	School provides programs that allow children to explore individual interests	Partially met
4b	Students become aware of personal learning styles	Partially met
5a	85% of students meet standards in health and wellness	Partially met

5b	Some students eat healthy meals at school and all participate in physical activities	Met
6a	Students use technology regularly	Partially met
6b	Up-to-date computers are used frequently by students	Met
6c	Most teachers incorporate technology in the classroom	Partially met
7	Room arrangements are flexible and adaptable	Met
8	Quality professional development programs are provided and integrated into classroom instruction	Partially met

\*Note: the column entitled 'type' as been deleted as we are a first year school and as such, there is no comparative data. All data is absolute.

\*\*A copy of the state assessment in grade 5 social studies was not available at the time this report was written. The State Education Department has been contacted for a copy to be sent to the Principal.

**III. Value-Added Cohort Analysis:** *As instructed by both the DOE and SED, this is not required for first year schools, as only one year of data is available.*

THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 CHOICE PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code: 

3	1	0	2	0	0	8	6	0	9	0	5
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Charter School Name: ROSS GLOBAL ACADEMY CHARTER SCHOOL	Phone: 212-374-3884
Contact Person: STEPHANIE CLAGNAZ, PRINCIPAL	

	REVENUES		EXPENDITURES	
	<u>SALARIES</u>		<u>OTHER</u>	<u>TOTAL</u>
A. STATE SOURCES	216,710			
B. FEDERAL SOURCES	68,137			
C. PUBLIC SCHOOL DISTRICTS				
1. BASIC OPERATING REVENUES	1,660,950			
2. STATE AID-PUPILS WITH DISABILITIES	122,858			
3. FED. AID-PUPILS WITH DISABILITIES	_____			
4. OTHER REV FROM PUB SCH DISTRICTS	_____			
D. ALL OTHER REVENUES	343,046			
E. TOTAL REVENUES FROM ALL SOURCES	<u>2,411,701</u>			
F. GENERAL ADMINISTRATION		403,926		
G. INSTRUCTIONAL SUPERVISION		57,115		
H. ALL OTHER INSTRUCTION		1,136,626		
I. PUPIL SERVICES		90,522		
J. PUPILS WITH DISABILITIES		158,612		
K. TRANSPORTATION		1,880		
L. COMMUNITY SERVICE		_____		
M. OPERATION & MAINTENANCE		43,048		
N. EMPLOYEE BENEFITS		90,766		
O. DEBT SERVICE		_____		
P. SCHOOL LUNCH		37,908		
Q. CAPITAL EXPENSE		22,488		
R. GRAND TOTAL EXPENDITURES		<u>17,942</u>		<u>3,167,217</u>
S. ENROLLMENT	163			
T. EXPENDITURES PER PUPIL	<u>19,431</u>			
	(R/S)			

COMPLETED FORM MUST BE RETURNED  
 NO LATER THAN AUGUST 1, 2007

Signature: \_\_\_\_\_  
 Chief School Officer

Date: \_\_\_\_\_

**Section V  
Student Attrition**

Grade	Enrollment	July	August	September	October	November	December	January	February	March	April	May	June	Total
	# Enrolled			41	43	42	40	38	38	38	38	38	38	394
K	# Leaving			1	2	2	2	0	0	0	0	0	0	7
	% Attrition			2.4%	4.7%	4.8%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
	# Enrolled			42	42	43	42	41	41	41	41	41	40	414
1	# Leaving			3	1	1	1	0	0	0	0	1	0	7
	% Attrition			7.1%	2.4%	2.3%	2.4%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	1.7%
	# Enrolled			41	42	43	43	43	42	41	40	39	38	412
5	# Leaving			2	1	0	0	1	1	1	1	1	0	8
	% Attrition			4.9%	2.4%	0.0%	0.0%	2.3%	2.4%	2.4%	2.5%	2.6%	0.0%	1.9%
	# Enrolled			41	40	40	39	39	37	37	37	37	35	382
6	# Leaving			3	3	1	0	2	0	0	0	2	0	11
	% Attrition			7.3%	7.5%	2.5%	0.0%	5.1%	0.0%	0.0%	0.0%	5.4%	0.0%	2.9%
<b>Overall Student Attrition Rate</b>														2.1%

**Teacher Attrition**

Grade	Enrollment	July	August	September	October	November	December	January	February	March	April	May	June	Total
	# Employed		2	2	2	2	2	2	2	2	2	2	2	22
K	# Leaving		0	1	0	0	0	0	0	0	0	0	0	1
	% Attrition		0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%
	# Employed		2	2	2	2	2	2	2	2	2	2	2	22
1	# Leaving		0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Specialty	# Employed		5	5	4	5	5	5	5	6	5	5	5	55

Area	# Leaving		0	0	2	1	0	0	0	1	0	0	0	4
Teachers	% Attrition		0.0%	0.0%	50.0%	20.0%	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	7.3%
	# Employed		2	2	2	2	2	2	2	2	2	2	2	22
5	# Leaving		0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	# Employed		2	2	2	2	2	2	1	1	1	1	1	17
6	# Leaving		0	0	0	1	0	1	0	0	0	1	0	3
	% Attrition		0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	0.0%	17.6%
<b>Overall Teacher Attrition Rate</b>														4.8%

# Ross Global Academy Charter School

## Standards of Teaching

Domain 1: <b>PLANNING AND PREPARATION</b>				
Component 1 a: <b>Demonstrating Knowledge of Content and Pedagogy</b>				
<i>Elements:</i>				
<i>Knowledge of content • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy</i>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
<b>Knowledge of Prerequisite Relationships</b>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships between topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teacher's planning reflects current research on best pedagogical practice within the discipline, and sometimes anticipates student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 1: **PLANNING AND PREPARATION**  
 Component 1b: **Demonstrating Knowledge of Students**

*Elements:*

*Knowledge of characteristics (intellectual, social, and emotional) of age group • Knowledge of students' varied approaches to learning • Knowledge of students' skills and knowledge • Knowledge of students' interests and cultural heritage*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Knowledge of Characteristics of Age Group</b>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the need to understand students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the need of this knowledge.	Teacher displays knowledge of each student's skills, knowledge and special needs.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the need to understand students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the need of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

# Ross Global Academy Charter School

## Standards of Teaching

### Domain 1: **PLANNING AND PREPARATION**

#### Component 1 c: **Selecting Instructional Goals**

Goals can be defined as understandings, objectives, aims or outcomes; ultimately what students will learn as a result of instructional engagement.

*Elements:*

*VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks •*

*CLARITY: Goals are clearly stated as student learning and permit sound assessment • SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class • BALANCE: Goals represent opportunities for different types of learning - for example, thinking as well as knowledge - and coordination or integration within or across disciplines.*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Value</b>	Goals are not valuable and represent low expectations or no conceptual understandings for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding and importance of learning and relate to curriculum frameworks and standards.	The goals are valuable, and the teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
<b>Clarity</b>	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals permit viable methods of assessment.	Most of the goals are clear but at times are stated as activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Students</b>	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for students in the class.	Goals take into account the varying learning needs of individual students or groups.
<b>Balance</b>	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 1: **PLANNING AND PREPARATION**  
 Component 1d: **Demonstrating Knowledge of Resources**  
*Elements:*  
*Resources for teaching • Resources for students*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Resources to Enhance Instruction</b>	Teacher is unaware of instructional resources available through the school.	Teacher displays limited awareness of instructional resources available through the school.	Teacher is fully aware of all instructional resources available through the school.	In addition to being aware of school resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
<b>Resources for Students</b>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school.	Teacher is fully aware of all resources available through the school and knows how to gain access for students.	In addition to being aware of school resources, teacher is aware of additional resources available through the community.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 1: **PLANNING AND PREPARATION**

Component 1e: **Designing Coherent Instruction**

*Elements:*

*Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect current professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect current professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect current professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting current professional research.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety.	Some instructional groups are suitable to the instructional goals and offer minimal variety	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice when selecting different patterns of instructional groups.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 1: **PLANNING AND PREPARATION**

Component 1 f: **Assessing Student Learning**

*Elements:*

*Congruence with instructional goals • Criteria and standards • Use for planning*

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Congruence with Instructional Goals</b>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach.	Instructional goals are assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
<b>Use for Planning</b>	The assessment results minimally affect planning for students.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2a: **Creating an Environment of Respect and Rapport**

*Elements:*

*Teacher interaction with students • Student interaction*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students generally exhibit respect for teacher.	Teacher-student interactions demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as both educator and individual.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students generally demonstrate appropriate behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2b: Establishing a Culture for Learning

*Elements:*

*Importance of the content • Expectations for learning and achievement • Student pride in work*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher through planning of learning activities, interactions, and the classroom environment, establish and maintain high expectations for the learning of all students.
Expectations for Quality Work	Teacher sets a poor culture for learning; students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Teacher's practices create culture in which students accept responsibility to do their work but student's invest little of their energy in the quality of work.	The teacher's practices reinforce a culture for learning; students accept teacher insistence on work of high quality and demonstrate pride in that work.	Teacher's practices reinforce a culture for learning; students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2c: **Managing Classroom Procedures**

*Elements:*

*Management of instructional groups • Management of transitions • Management of materials and supplies*

*Performance of non-instructional duties • Supervision of volunteers and paraprofessionals*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2d: **Managing Student Behavior**

*Elements:*

*Expectations • Monitoring of student behavior • Response to student misbehavior*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students and have been developed with student participation.	Standards of conduct are clear and students share and value them.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive, and acknowledges students' individual needs. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is weak, inconsistent, overly repressive, or does not respect the student's dignity.	Teacher responds to student misbehavior but with uneven results. No serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity. Student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs. Student behavior is entirely appropriate.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

#### Component 2e: **Organizing Physical Space**

*Elements:*

*Safety and arrangement of furniture • Accessibility to learning and use of physical resources*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and only the least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 3: <b>INSTRUCTION</b>				
Component 3a: Communicating Clearly and Accurately				
<i>Elements:</i>				
<b><i>Directions and procedures • Oral and written language</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Directions and Procedures</b>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests.	Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 3: <b>INSTRUCTION</b>				
Component 3b: Using Questioning and Discussion Techniques				
<i>Elements:</i>				
<b><i>Quality of questions • Discussion techniques • Student participation</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quality of Questions</b>	Teacher's questions are of poor quality.	Most of the teacher's questions are low level and close-ended.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion with uneven results.	Classroom interaction represents true discussion, with teacher intervention when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 3: <b>INSTRUCTION</b>				
Component 3c: Engaging Students in Learning				
<i>Elements:</i>				
<b><i>Representation of content • Activities and assignments • Grouping of students</i></b>				
<b><i>Instructional materials and resources • Structure and pacing</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Representation of Content</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. *	Some activities and assignments are appropriate to students and engage them mentally, but others do not. *	Activities and assignments are appropriate to students. Students are cognitively engaged in them. *	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. *
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence and enhance some understandings of their group members.

- Appropriate, as referenced above would refer to activities and assignments that share the following characteristics :
  - Emphasize problem-based learning
  - Require student thinking
  - Permit student choice
  - Are designed to be relevant and authentic
  - Encourage depth rather than breadth

# Ross Global Academy Charter School

## Standards of Teaching

Domain 3: <b>INSTRUCTION</b> Component 3c: Engaging Students in Learning <i>Elements:</i> <b><i>Representation of content • Activities and assignments • Grouping of students</i></b> <b><i>Instructional materials and resources • Structure and pacing</i></b>				
<b>Instructional Materials and Resources</b>	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 3: <b>INSTRUCTION</b>				
Component 3d: Providing Feedback to Students				
<i>Elements:</i>				
<b><i>Quality: accurate, substantive, constructive and specific • Timeliness</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quality: Accurate, Substantive, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

# Ross Global Academy Charter School

## Standards of Teaching

Domain 3: <b>INSTRUCTION</b>				
Component 3e Demonstrating Flexibility and Responsiveness				
<i>Elements:</i>				
<b><i>Lesson adjustment • Response to students • Persistence</i></b>				
Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Lesson Adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes an appropriate adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully an appropriate adjustment to a lesson and exceeds the initial goal of the lesson.
<b>Response to Students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4a: **Reflecting on Teaching**

*Elements:*

*Accuracy • Use in future teaching*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Accuracy</b>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in Future Teaching</b>	Teacher is not open to suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes specific suggestions of what may be tried another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4b: **Maintaining Accurate Records**

*Elements:*

*Student completion of assignments • Student progress in learning • Non-instructional records*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Student Completion of Assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is effective.	Teacher's system for maintaining information on student completion of assignments is effective. Students participate in the maintenance of their own records.
<b>Student Progress in Learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is effective. Students contribute information and interpretation of their records.
<b>Non-instructional Records (field trip forms, lunch count, etc.)</b>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is effective.	Teacher's system for maintaining information on non-instructional activities is effective, and students contribute to its maintenance.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4c: **Communicating with Families**

*Elements:*

*Information about classroom procedures, classroom instruction and classroom assessments • Information about individual students*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Information About Classroom Procedures, Instruction and Student Assessments</b>	Teacher provides little information about classroom procedures, classroom instruction and student assessments to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about classroom procedures, classroom instruction and student assessments. Teacher makes efforts to engage families in the instructional program.	Teacher provides frequent information to parents, as appropriate, about classroom procedures, classroom instruction and student assessments. Students participate in preparing materials for their families. Teacher and students make efforts to engage families in the instructional program.
<b>Information About Individual Students</b>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about student's progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4d: **Growing and Developing Professionally**

*Elements:*

*Enhancement of content knowledge and pedagogical skill • Service to the professions*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Enhancement of Content Knowledge and Pedagogical Skill</b>	Teacher is not engaged in professional development.	Teacher is engaged in professional activities only when required.	Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks opportunities for professional development, implements what he/she has learned and systematically assess the impact on student achievement .
<b>Service to the Profession</b>	Teacher makes no effort to participate in his/her professional community.	Teacher finds limited ways to participate in his/her professional community.	Teacher actively participates in his/her professional community.	Teacher makes important contribution to his/her professional community.

# Ross Global Academy Charter School

## Standards of Teaching

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4e: **Showing Professionalism**

*Elements:*

*Advocacy • Relationship with Colleagues • Relationships with Other Adults • Decision making*

ELEMENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Advocacy</b>	Teacher contributes to school practices that result in some students being ill served by the school	Teacher is inconsistent in ensuring that students have respect, protection and the opportunity to succeed.	Teacher works to ensure that all students are protected, respected and have the opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students are respected, protected and have the opportunity to succeed.
<b>Relationships with Colleagues</b>	Teacher is not open to establishing relationships with colleagues.	Teacher maintains relationships with colleagues to fulfill the duties that the school or district require.	Teacher generously shares expertise, materials and insights with colleagues.	Teacher generously shares expertise, materials and insights with colleagues. Teacher takes initiative in assuming leadership among the faculty.
<b>Relationships with Other Adults</b>	Teacher's interactions with some adults are negative, sarcastic, demeaning or inappropriate.	Teacher's interactions with others are generally appropriate but may reflect occasional inconsistencies.	Teacher's interactions with others are generally caring, and respectful.	Teacher's interactions with others are genuinely caring, and respectful
<b>Decision Making</b>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

**Ross Global Academy Charter School**  
**Teacher Observation PLANNING CONFERENCE**  
*(To be used during pre-observation conference with instructional leader)*

**1. LEARNING CONTEXT** *(Relationship to unit area of study, program goals)*  
*Standards of Teaching Components 1a and 1c*

- a. What is the general area of study?
- b. How does this lesson fit in the total curriculum or a unit within the curriculum?
- c. Are there programs or instructional goals that give direction to this unit and lesson?
- d. Where are you in terms of sequence? Have you just begun the unit? In the middle? Nearly finished?

**2. LEARNER CHARACTERISTICS** *(What students are like. Students with special needs or characteristics)* *Standards of Teaching Component 1b*

- a. How wide a range of ability do you have in the class?
- b. Do you have any students who have been identified as students with disabilities?
- c. Are there any students with special learning problems?
- d. Are there any students with special talents, interests or abilities that are especially important in this class?
- e. Do you have any students who require special or differentiated attention that we have not discussed?
- f. Are there any other circumstances or factors about your students that the observer should be aware?

**3. LEARNER OBJECTIVES**

**CONTENT** *(What is to be learned)* *Standards of Teaching Component 1c*

- a. What will the students be expected to learn during this lesson or unit of study?
- b. How long do you expect to give them to achieve the content objectives?
- c. While the students are engaged in the learning process what do you want them to be doing?

**PROCESS** *(What students will be doing)* *Standards of Teaching Component 1e*

- a. What sequence of activities and strategies do you intend to follow? Why?
- b. Do you expect all students to be taking part in the same manner?
- c. Are there different expectations for those students with special needs or talents?

**4. ASSESSMENT**

**PRE-ASSESSMENT** *(Processes used to determine level of student readiness)* *Standards of Teaching Components 1b and 1c*

- a. How have you determined if the students are ready for these objectives?
- b. If there are some who are not ready, what plans do you have for them?
- c. Are there students who have demonstrated that they have already mastered the objectives?

d. If there are some, what plans do you have for them?

**ASSESSMENT OF LEARNER OBJECTIVE(S)** (*Processes used to evaluate student learning*)  
*Standards of Teaching Component 1f*

- a. How will you assess student achievement of the goals or objectives of your lesson?
- b. Why have you chosen the above approach(es) to assessment, and how will you make use of the results?

**5. INSTRUCTIONAL STRATEGIES & MATERIALS** (*Resources, methods, techniques of teaching*) *Standards of Teaching Components 1d and 1e*

- a. What instructional strategies will you use for this lesson?
- b. Do you have any alternative strategies planned?
- c. Are there basic materials that the students will be using?
- d. Will they be using any supplementary materials?
- e. Do you intend to use any media or special equipment during the lesson?

**6. OBSERVER FOCUS** (*Can include one or more of the domains or components as determined by the teacher, the observer or jointly*)

- a. On which component(s) or domain(s) will the observer focus?

(This form should be attached to the post-observation form as a record of this formative evaluation.)

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer Signature

\_\_\_\_\_  
Date

**Ross Global Academy Charter School  
Standards of Teaching  
TEACHER OBSERVATION SUMMARY**

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

TIME: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

DATE: \_\_\_\_\_

OBS #: \_\_\_\_\_

**Summary Based On Observed Evidence**

**Domain 1: PLANNING AND PREPARATION:**

**Domain 2: CLASSROOM ENVIRONMENT:**

**Domain 3: INSTRUCTION:**

**Domain 4: PROFESSIONAL RESPONSIBILITIES:**

**SUGGESTIONS FOR FUTURE INSTRUCTION:**

(Addendum may be attached by the teacher, if the teacher does not agree with any aspect of this report.)

\_\_\_\_\_  
Teacher's Acknowledgement of Receipt

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer Signature

\_\_\_\_\_  
Date

## **Ross Global Academy Charter School**

### **Post-Observation Conference Reflection Questions**

Please come to your post observation conference prepared to answer these questions as they pertain to the class that was just observed. These questions will serve as the basis for conversation during your Post-Observation Conference

1. To what extent were the lesson's goals and objectives appropriate for your students? (1c, 1e)
2. In general, how successful was the lesson? Did the students learn what you intended them to learn? (1f, Domain 3)
3. Please comment on the following aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson? (Domain 3)
  - Instructional Strategies
  - Student Grouping
  - Student Activities
  - Materials, Resources, and Technology (1d)
4. Please comment on your classroom procedures, your use of physical space, and the students' conduct. To what extent did the classroom environment contribute to student learning? (Domain 2)
5. To what extent were your assessment strategies effective? Would you make any changes in your approach to assessment? If so, what changes would you make, and why? (1f, 3b, 3d, 4a)
6. To what extent was your feedback to students accurate, substantive, constructive, specific, and/or timely? How might you have responded differently? Please describe an instance in which your feedback positively affected a student's learning. (3d)
7. Did you make any modifications/adjustments to your plan during the lesson? If so, what were they, and what motivated these changes? (3e)

**Ross Global Academy Charter School  
Summative Evaluation**

The building principal shall be responsible for the development of the summative evaluation for his/her teaching personnel. One summative evaluation, reflecting Ross Global Academy's Standards of Teaching, shall be filed annually for each teacher. Consistency should exist between the formative data and the summative evaluation, and evaluation comments should be preceded by discussion with the teacher throughout the year.

**TEACHER:**

**GRADE/SUBJECT:**

**DATE OF SUMMATIVE EVALUATION:**

**Domains 1 through 3:**

**Domain 4:**

The teacher's signature does not necessarily indicate agreement with the content of the completed form. The signature does acknowledge that the teacher has read the report. Teachers may attach statements to the record if they so wish.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

cc: personnel file

## **Ross Global Academy Charter School**

### **Standards of Teaching: Professional Development Plan** Individual Learning Plan - Methods/Strategy Options

Ross Global Academy Charter School's Professional Development Plan requires teachers to establish an Individual Learning Plan that relates to student needs and school or domain goals and is based on Ross Global Academy's Standards of Teaching. The plan must include goals, methods and strategies for accomplishing the goals and indicators of progress.

All teachers will be observed 3 times yearly and will receive a write-up of each observation. A summative evaluation will be given to each teacher at the end of the year. In addition to the observation process, you will consult with your evaluator to choose a method or strategy to complete your professional development plan. Some options for possible methods/strategies are outlined below:

#### **Action Research**

This option allows a teacher to work on a question he or she might have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher is then used to improve teaching and

student learning. Classroom research can be self-directed or done by a group of teachers who have a common question to be researched.

### **Peer Consultation/Coaching**

Peer coaching provides an opportunity for two or more teachers to observe each other in a reflective, non-judgmental, non-evaluative way. Observations should focus on each teacher's identified goal and should be discussed in terms of RGA's Standards of Teaching.

Coaching will include the following:

- Reciprocal visitations
- Collaborative planning
- Use of professional literature or visitations to other colleagues
- Data collection
- Reflection based on RGA Teaching Standards

### **Professional Study and Dialogue**

A group of individuals with a common professional need gather together regularly to hold focused discussion of a current development in education, to examine a school-based teaching or learning issue, or to read, research and discuss a topic relevant to their teaching.

### **Professional Portfolio**

A professional portfolio is designed for teachers to better understand, evaluate, reflect and improve upon their practice. It is a means of collecting and displaying the professional growth experience over time, and to provide evidence of the effect of the teacher's plan on student achievement.

### **Peer Review**

Peer review provides a structured opportunity for a group of teachers to review curricular units and student work, by using the format designed by the New York State Academy for Teaching and Learning. During the review process, each participant presents teacher and student generated products from a particular unit and engages in open conversations about the learning experience.

### **National Board Certification**

National Board Certification is a credential attesting that a teacher has been judged by peers as one who is accomplished; makes sound professional judgments about student learning; and acts effectively on those judgments. National Board Certified Teachers demonstrate a high level of knowledge, skills, dispositions and commitments reflected in the National Board's Five Core Assumptions:

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.





February 2008

**Ross Global Academy Parent/Teacher Survey**

Dear Parents/Guardians and Teachers,

We are looking for your feedback as part of our end-year evaluation. Your opinions are important to us and we appreciate your participation. We want to assure you that your results will only be viewed in aggregate with responses from other parents. Your individual answers will never be shared with anyone.

Instructions:

First, please indicate to what extent you agree or disagree with each statement as it pertains to Ross Global Academy Charter School.

Second, in the last column, please rate how important each item is to you on a scale of 1-5.

*Extremely Important = 5  
Very Important = 4  
Somewhat Important = 3  
Not Very Important = 2  
Not At All Important = 1*

**Ross Global Academy Charter School ...**

<b>Character Development and Core Values</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
Has educational programs that are consistent with the school's mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides students with a strong foundation in the Ross core values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promotes the values of respect, responsibility, integrity, mindfulness, gratitude, courage and cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exposes students to multiple cultures and promotes the values of diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides effective guidance and counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides effective and constructive discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Faculty and Administration</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
Has qualified, skillful teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has enthusiastic teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has teachers who apply professional development topics in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has teachers who are encouraging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has an administration that provides effective oversight and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has an administration that is responsive to students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has an administration that communicates effectively with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has a responsive, caring staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Extremely Important = 5  
 Very Important = 4  
 Somewhat Important = 3  
 Not Very Important = 2  
 Not At All Important = 1

<b>Academics</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
Effectively teaches the core subjects (English Language Arts, Math, Social Studies, Cultural History, Science)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively teaches other subjects (Music, Art, Chinese, Physical Education/Wellness, Dance, Theatre, Advisory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides a cultural history core and a global perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has appropriate class sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Challenges students according to their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Addresses students' special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Addresses multiple intelligences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assigns appropriate homework in appropriate amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively communicates assessment results to parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages students to reflect on their learning and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses effective assessment tools (tests, report cards, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Enrichment, Saturday and Summer Programs</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
Has programs that address students' personal preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has programs that are varied and appropriate for students' needs and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has programs that are of high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Facilities, Environment and Safety</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
Has a building and facilities that provide a safe and productive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has a clean and pleasant environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has effective security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides appropriate healthcare for children in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides appropriate breakfast and lunchtime food and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Involvement</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
School families feel connected with the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
School families are involved in their children's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has fundraising activities that are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

appropriate and beneficial						
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<b>Resources and Finances</b>	Agree Completely	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Completely	Importance Rating
Provides sufficient resources – including technology – to facilitate effective learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has appropriate fees for extra activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides a transparent budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Reasons why I chose Ross Global Academy Charter School</b>	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important
Teaches good character education	<input type="checkbox"/>				
Provides good core values	<input type="checkbox"/>				
Has a high quality educational program	<input type="checkbox"/>				
Is close to home	<input type="checkbox"/>				
Has a diverse student body	<input type="checkbox"/>				
Provides a safe environment	<input type="checkbox"/>				
Provides appropriate discipline	<input type="checkbox"/>				
Provides good preparation for high school and beyond	<input type="checkbox"/>				
Provides a global perspective	<input type="checkbox"/>				
Is located near my job	<input type="checkbox"/>				
Is a better option than my local public school	<input type="checkbox"/>				
Other: _____	<input type="checkbox"/>				
Other: _____	<input type="checkbox"/>				
Other: _____	<input type="checkbox"/>				
Other: _____	<input type="checkbox"/>				

**Please use this space to provide any additional comments**

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**The last three questions are optional. They are designed to help us assess the extent to which we are serving all the diverse members of our school family. Your answers to these questions will remain strictly confidential.**

- 1) In what grade is your child? If you have more than one child, please enter the grades of all your children, separated by commas.

Grade \_\_\_\_\_

- 2) In which borough do you live? (Select one)

- |               |                          |
|---------------|--------------------------|
| Manhattan     | <input type="checkbox"/> |
| Brooklyn      | <input type="checkbox"/> |
| Bronx         | <input type="checkbox"/> |
| Queens        | <input type="checkbox"/> |
| Staten Island | <input type="checkbox"/> |

- 3) Are you...

- |                                     |                          |
|-------------------------------------|--------------------------|
| White/Caucasian                     | <input type="checkbox"/> |
| Black or African American           | <input type="checkbox"/> |
| Hispanic or Latino                  | <input type="checkbox"/> |
| Asian                               | <input type="checkbox"/> |
| American Indian or Alaskan Native   | <input type="checkbox"/> |
| Native Hawaiian or Pacific Islander | <input type="checkbox"/> |
| Mixed Race                          | <input type="checkbox"/> |

Thank you for taking the time to fill out our survey. Please mail the completed survey in the self-addressed, stamped envelope by **February 28, 2008**.

Sincerely,

Dr. Stephanie Clagnaz  
Principal

# August Retreat Schedule for Tensta, RGA and Ross School

Working Draft v6, July 23, 2007

## Monday, August 13

8:30	Welcome to Teacher Academy Professional Development MAK Mitchell, Mariah Bruehl	Goal: Open the retreat and welcome guests
8:30-9:15	Introduction to Ross Ethos Leaders: Courtney Sale Ross Location: Senior Building Lecture Hall	Goals: <ul style="list-style-type: none"> <li>• Importance of Ross model at this time</li> <li>• Urgent need to engage students in a transformative model of education</li> </ul>
9:15-10:50	Immigration and Education Leaders: Dr. Marcelo Suarez-Orozco, Dr. Carola Suarez-Orozco Location: Senior Building Lecture Hall	Goals: <ul style="list-style-type: none"> <li>• Global trends and what they mean to students and teachers</li> <li>• The immigrant child</li> <li>• Research to practice</li> </ul>
11:00-12:30	Tensta Team Leaders, Domain Chairs, Technology Integrators, Administrators – Introduction to Accreditation Leaders: MAK Mitchell, Mariah Bruehl, Michele Claeys, Sally Booth Location:	Goals: <ul style="list-style-type: none"> <li>• Reasons for and benefits of accreditation process</li> <li>• Categories for Ross accreditation</li> <li>• Self assessment tool (due Wednesday)</li> </ul>
	Tensta new teachers – Tour Ross Upper School campus Leader: Mark Frankel Departing From: Foyer of Senior Building	Goals: <ul style="list-style-type: none"> <li>• Connections between Ross learning environment, curriculum and pedagogy</li> <li>• Cultural artifacts in the learning environment</li> </ul>
	RGA – Becoming A Professional Learning Community Leader: Dr. Stephanie Clagnaz and Julie Johnson Location:	Goals: <ul style="list-style-type: none"> <li>• Establish common goals as a school culture</li> <li>• Introduce <i>Learning by Doing</i> by DuFour, Eaker</li> <li>• Introduce 3 questions for ongoing teaching and learning</li> </ul>
12:30-1:30	Lunch for all participants and leaders Location:	
1:40-3:20	Tensta - Ross Model Philosophy and Curriculum Overview Leader: Debra McCall Location: Senior Building Lecture Hall	Goals: <ul style="list-style-type: none"> <li>• Underlying structure of Ross curriculum</li> <li>• Cultural Ecologies</li> <li>• Mathematical Mentalities</li> <li>• Curricular spiral narrative</li> </ul>
	RGA – Becoming A Professional Learning Community (Continued) Leaders: Dr. Stephanie Clagnaz and Julie Johnson Location:	Goals: <ul style="list-style-type: none"> <li>• Establish common goals as a school culture</li> <li>• Introduce <i>Learning by Doing</i> by DuFour, Eaker</li> <li>• Introduce 3 questions for ongoing teaching and learning</li> </ul>
3:20-4:30	Fostering Global Perspective: Consolidation and Revolt, a Ross School 11 <sup>th</sup> Grade Exemplary Unit	Goals: <ul style="list-style-type: none"> <li>• Fostering global perspective in students</li> </ul>

	Leader: Carrie Clark Location:	<ul style="list-style-type: none"> <li>• Elements of a unit of study</li> <li>• Planning a unit of study with a team</li> </ul>
4:30-6:00	Tensta Administration – Teacher Academy Debriefing Leaders: MAK Mitchell, Mariah Bruehl, Courtney Ross, Inger Nyrell and Kirstin Friberg Location: Institute Office	Goals: <ul style="list-style-type: none"> <li>• Set up expectations for data that needs to be collected and submitted (The Tensta Fact Sheet)</li> </ul> Answer questions

## Tuesday, August 14

8:30-9:30	Tensta - Introduction to Mind, Brain & Education Leader: Dr. Kurt Fischer Location:	Goals: <ul style="list-style-type: none"> <li>• Highlight cognitive/neuroscientific research</li> <li>▪ Elicit classroom examples from teachers</li> <li>• Provide levers to learning pathways</li> </ul>
	RGA – Introduction of the Standards of Teaching Leader: Dr. Stephanie Clagnaz Location:	Goals:
9:40-10:50	Tensta - Constructing Curriculum: Understanding by Design (Wiggins and McTighe) Leaders: Claudia Travers and Michele Claeys Location:	Goals: <ul style="list-style-type: none"> <li>▪ UBD lesson design method</li> <li>▪ Application to Ross Integrated Lesson</li> </ul>
	RGA – The Four Domains of the Standards of Teaching Leader: Dr. Stephanie Clagnaz Location:	Goals:
11:00-12:30	Tensta – Developing an Integrated Unit, Session 1: Checking enduring understandings and framing essential questions Leaders: Debra McCall, Amy Wright, Claudia Travers, MAK Mitchell Teams and Locations:	Goals: <ul style="list-style-type: none"> <li>▪ Ross Integrated Unit Structure</li> <li>▪ Focus on enduring understandings and essential questions</li> <li>▪ How do they relate to expected outcomes?</li> </ul>
	RGA – 9 Essential Components of a Ross Public School Leaders: Stephanie Clagnaz, Mariah Bruehl Location:	Goals: <ul style="list-style-type: none"> <li>• Familiarize RGA faculty members with what both campuses will share in common</li> <li>• Develop practical applications for applying the Ross principles to RGA</li> </ul>
12:30-1:30	Lunch and Curriculum Reflection Leaders: Debra McCall and Ross Student Interns Location: Café (Lunch meeting: Tensta Administration and TA)	Goals: <ul style="list-style-type: none"> <li>• Benefits of a curricular narrative unfolding from grade to grade</li> <li>• Benefits of curricular integration</li> </ul>

1:30-2:30	Tensta – Technology Integration: Introductory Applications with Exemplars Leader: Amy Wright Location:	Goals: <ul style="list-style-type: none"> <li>▪ Classroom tools that promote student learning</li> <li>▪ Using technology to strengthen student integration</li> </ul>
	RGA – Collaborative Protocols Leaders: Stephanie Clagnaz and Carrie Clark Location:	Goals: <ul style="list-style-type: none"> <li>Discuss and Model: <ul style="list-style-type: none"> <li>• Ross Team Meetings</li> <li>• Peer observations</li> <li>• Mentoring of new teachers</li> <li>• Healthy relationships and boundaries with parents</li> </ul> </li> </ul>
2:40-4:00	Tensta – Developing an Integrated Unit, Session 2: Designing Integrated Learning Experiences Leaders: Debra McCall, Amy Wright, Jennifer Chidsey, Claudia Travers, MAK Mitchell	Goals: <ul style="list-style-type: none"> <li>▪ Integrating content and learning experiences</li> <li>▪ Pedagogical choices</li> </ul>
	RGA – Integration: Ross and NYS Standards Leader: Stephanie Clagnaz Location:	Goals: <ul style="list-style-type: none"> <li>• Review NYS Standards for all disciplines</li> <li>• Introduce concept of January and March instructional years</li> <li>• Review RGA Report Cards</li> </ul>
4:00-5:00	Wellness Options, Leaders and Locations TBD:	Goals: <ul style="list-style-type: none"> <li>▪ Articulate rationale of wellness program</li> <li>▪ Best practice strategies</li> <li>▪ Audience participation</li> </ul>
5:00-7:00	Wiki Introduction and Dinner Participants: RGA, Tensta, Ross Interns and Summer Curriculum Writers	Goals: <ul style="list-style-type: none"> <li>▪ Frame need for wiki</li> <li>▪ Introduce Ross wiki structure and functions</li> <li>▪ Hear from users</li> </ul>

**Wednesday, August 15**

8:30-9:50	Tensta & RGA - Wiki workshop Leaders: Amy Wright, Student Interns Location:	Goals: <ul style="list-style-type: none"> <li>▪ Demo of wiki tool</li> <li>▪ Multiple uses and applications</li> <li>▪ Unit Assessment</li> <li>▪ Teacher Evaluation</li> </ul>
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	Ross Domain Chairs, Domain Coordinators, Team Leaders & Division Directors – Exemplary Unit Assessment and Teacher Evaluation Leaders: Mariah Bruehl, Tim Kelley, Michele Claeys, Mark Frankel, Anthony Bowes Location:	Goals: <ul style="list-style-type: none"> <li>▪ Begin consensus on how to assess EU's with rubric that feeds into Teach Evaluation framework</li> </ul>
10:00-11:20	Tensta & RGA – Multiple Intelligences in the Classroom: Islam, a Ross School 8 <sup>th</sup> grade Exemplary Unit Leaders: Frances McArthur and Debra McCall Location:	Goals: <ul style="list-style-type: none"> <li>▪ Illustrate Integrated unit with Islam theme</li> <li>▪ Distill applications to Multiple Intelligences</li> </ul>
	Ross Domain Chairs, Domain Coordinators, Team Leaders & Division Directors – Exemplary Unit Assessment and Teacher Evaluation, Continued Leader: Mariah Bruehl, Tim Kelley, Michele Claeys, Mark Frankel, Anthony Bowes Location:	Goals: <ul style="list-style-type: none"> <li>▪ Continue consensus on how to assess EU's with rubric that feeds into Teacher Evaluation framework</li> </ul>
11:30-12:30	Tensta & RGA – Know Thyself in Order to Serve: Integrated Service Learning in Curricular Context and Winter Intersession Leaders: Barbara Raeder and Marie Maciak Location:	Goals: <ul style="list-style-type: none"> <li>▪ Illustrate service core value thru student service learning projects</li> <li>▪ Student expectations</li> </ul>
	Ross Domain Chairs, Domain Coordinators, Team Leaders & Division Directors – Exemplary Unit Assessment and Teacher Evaluation, Continued Leader: Mariah Bruehl, Tim Kelley, Michele Claeys, Mark Frankel, Anthony Bowes Location:	Goals: <ul style="list-style-type: none"> <li>▪ Continue consensus on how to assess EU's with rubric that feeds into Teacher Evaluation framework</li> </ul>
12:30-1:30	Lunch Lunch Discussion Group 1: Tensta Domain Chairs and Team Leaders, Ross Domain Chairs and HS Team Leaders Leader: Location: (Lunch Meeting: Tensta Administration, TA and Jody Heneveld)	Goals: <ul style="list-style-type: none"> <li>• For Admin/TA/Jody meeting goal is to find out what LHS components Tensta has in place currently</li> </ul>
1:30-3:00	Tensta – Integrating Math and Science Leaders: Patty Lein and Dr. Bruce Stewart Location:	Goals: <ul style="list-style-type: none"> <li>▪ Math/Science Integration</li> <li>▪ Unit perspective</li> <li>▪ Pedagogy</li> </ul>
	RGA – Ross Essentials: Inclusionary Classrooms Leaders: Dr. Stephanie Clagnaz, Chrissy Franz, Kristen Mercado Location:	Goals: <ul style="list-style-type: none"> <li>▪</li> </ul>

	Ross Domain Chairs, Domain Coordinators, Team Leaders & Division Directors – Exemplary Unit Assessment and Teacher Evaluation, Continued Leader: Tim Kelley, Michele Claeys, Mark Frankel, Anthony Bowes, MAK Mitchell Location:	Goals: <ul style="list-style-type: none"> <li>Continue consensus on how to assess EU's with rubric that feeds into Teacher Evaluation framework</li> </ul>
3:10-4:30	Tensta – Developing an Integrated Unit, Session 3: Incorporating Multiple Intelligences, Intercultural Issues and Service Leaders: Debra McCall, Patty Lein, Bruce Stewart, MAK Mitchell Teams and Locations:	Goals: <ul style="list-style-type: none"> <li>Integrated Unit Construction</li> <li>De-construction of MI and Intercultural Issues</li> <li>De-Construction of Service Leaders</li> </ul>
	RGA – Assessment: Ross and NY State Leaders: Dr. Stephanie Clagnaz and Mariah Bruehl Location:	Goals: Discuss and show examples of: <ul style="list-style-type: none"> <li>Formative assessment</li> <li>Summative assessment</li> <li>Baseline assessments</li> <li>Monitoring and tracking individual student progress</li> <li>Portfolio Assessment</li> <li>Peer and self assessment</li> </ul>
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Faculty Retreat Preparation	Goals: <ul style="list-style-type: none"> <li>Prep for Ross Faculty presentation in week of Aug 20</li> <li>Framework and us</li> <li>EU Assessment and Teacher Evaluation</li> </ul>
4:30	Tensta – turn in Accreditation self-assessment in Senior Building before leaving for the evening	Goals: <ul style="list-style-type: none"> <li>Self Assessment on Accreditation Criteria</li> <li>Anonymous Survey</li> </ul>

**Thursday, August 16**

8:30-9:50	Tensta – Accreditation Survey review and planning Leaders: MAK Mitchell, Mariah Bruehl	Goals: <ul style="list-style-type: none"> <li>Synthesis of all self assessment feedback</li> </ul>
	RGA – Differentiated Instruction Leader: Dr. Stephanie Clagnaz Location:	Goals: <ul style="list-style-type: none"> <li></li> </ul>
	Ross New Faculty, Domain Chairs, Domain Coordinators & Team Leaders – Welcome and Introduction to Ross Ethos Leaders: Tim Kelley, Dr. Mark Frankel, Michele Claeys Location:	Goals: <ul style="list-style-type: none"> <li>Welcome and orient new Ross staff</li> <li>Ross Ethos</li> </ul>
	Ross Domain Chairs and Team Leaders – Faculty Retreat Preparation	Goals: <ul style="list-style-type: none"> <li>Prep for Faculty Retreat Topics</li> </ul>

10:00-10:50	Food and Nutrition in the Cultural History Curriculum Leader: Dr. Sally Booth Location:	Goals: <ul style="list-style-type: none"> <li>▪ Illustrative unit on integrating food into curriculum</li> </ul>
	Tensta Administration – Professional Development Planning and Scheduling for 2007-2008 Leaders: MAK Mitchell, Mariah Bruehl Location:	Goals: <ul style="list-style-type: none"> <li>▪ Set building schedules for 2007-2008 school year.</li> <li>▪ Plan PD days</li> </ul>
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Faculty Retreat Preparation	Goals: <ul style="list-style-type: none"> <li>▪ Ross Faculty Retreat Prep</li> </ul>
11:00-12:00	Tensta, RGA & New Ross Faculty – Classroom as Educator Leader: Mariah Bruehl Location:	Goals: <ul style="list-style-type: none"> <li>▪ Classroom Culture Building</li> <li>▪ Context for Integrated instruction</li> </ul>
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Faculty Retreat Preparation	Goals: <ul style="list-style-type: none"> <li>▪ Ross Faculty Retreat Prep</li> </ul>
12:00-1:00	Lunch Lunch Discussion Group 1: Tensta (new to Ross) with Jody Heneveld on Learning and Health Services Location:	Goals: <ul style="list-style-type: none"> <li>▪ Orient new Tensta teachers to Learning and Health Services</li> <li>▪ Orient returning Tensta teachers to Advisory programs</li> </ul>
	Lunch Discussion Group 2: Tensta (returning to Ross) with Mark Frankel on Advisory programs Location:	
1:00-2:20	Differentiated Instruction, Multiple Intelligences and Authentic Assessment: the Maya, a Ross School 7 <sup>th</sup> grade Exemplary Unit Leader: Dr. Sally Booth Location: Senior Building Lecture Hall	Goals: <ul style="list-style-type: none"> <li>▪ Integrated Maya Unit De-Construction</li> <li>▪ Focus on Multiple intelligence and Authentic Assessment</li> </ul>
2:30-4:30	Tensta – Developing an Integrated Unit, Session 4: Designing Assessment Tools Leaders: Debra McCall, Jennifer Chidsey, Sally Booth, Mark Frankel Teams and Locations:	Goals: <ul style="list-style-type: none"> <li>▪ Apply day's learning to Improving Exemplary Unit</li> <li>▪ Focus on integrating assessment tools</li> </ul>
	New Ross Faculty – Ross Upper School Campus Tour & Employee Information and Procedures Leader: Meg Regan, Peggy Weaver, Jacquelyn Lowery, Jaime McMahon, Patty Hurley Location:	Goals <ul style="list-style-type: none"> <li>• Familiarity with where everything on the US campus is located</li> <li>• Understanding of basic procedures (absence, substitute, etc.)</li> <li>• Understanding of payroll procedures</li> </ul>
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Exemplary Unit Assessment and Teacher Evaluation, Continued Leader: Mariah Bruehl, Tim Kelley, Michele Claeys, Mark Frankel, Anthony Bowes Location:	Goals: <ul style="list-style-type: none"> <li>▪ Continue development of EA assessment and Teacher Evaluation process</li> </ul>

	RGA – Curriculum Design Leaders: Dr. Stephanie Clagnaz and Mariah Bruehl Location:	Goals: <ul style="list-style-type: none"> <li>Facilitate RGA curriculum design utilizing the Wiki</li> <li>Respond to questions and ideas</li> </ul>
5:00-8:00	Dinner at Cody House – School Culture Leaders: MAK Mitchell, Robert Torres, Stephanie Clagnaz, students, etc.	Goals: <ul style="list-style-type: none"> <li>School Culture Building</li> <li>School as Culture</li> </ul>

### Friday, August 17

8:30-9:30	Tensta – Ross Graduation Requirements and Tensta Standards (followed by 20-minute break to organize baggage) Leader: Mark Frankel Location:	Goals: <ul style="list-style-type: none"> <li>Review Ross graduation requirements and framework of curricular outcomes</li> <li>Review Tensta Graduation requirements and National Standards</li> </ul>
	Ross Domain Chairs, Coordinators and Team Leaders –	Goals: <ul style="list-style-type: none"> <li></li> </ul>
	RGA – School Culture: Core Values and Beyond Leaders: Dr. Stephanie Clagnaz and Julie Johnson Location:	Goals: <ul style="list-style-type: none"> <li>Discuss implementation of Ross Core Values</li> <li>Discussion of interactions with student, parents and colleagues</li> <li>Introduce Discipline Policy</li> </ul>
	New Ross Faculty – New Ross Faculty – Laptop computer distribution and introductory training Leader: Urban Reininger Location:	Goals: <ul style="list-style-type: none"> <li>Orient new Ross Faculty to laptops</li> </ul>
9:50-11:30	Tensta – Unit Presentations Leader: Debra McCall Additional Participants: Ross Domain Chairs, Coordinators & Team Leaders Location:	Goals: <ul style="list-style-type: none"> <li>Integrated Unit Construction</li> <li>Team sharing and presentations</li> </ul>
	RGA – School Culture: Protocols and Procedures Leader: Dr. Stephanie Clagnaz Location:	Goals: <ul style="list-style-type: none"> <li></li> </ul>
	New Ross Faculty – Laptop training continued Location:	Goals: <ul style="list-style-type: none"> <li>Laptop orientation continued</li> </ul>
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Faculty Retreat Preparation	Goals: <ul style="list-style-type: none"> <li>Ross Faculty Retreat Prep</li> </ul>
11:30-12:30	Tensta – Reflection and Future Planning Leaders: MAK Mitchell, Mariah Bruehl Location:	Goals: <ul style="list-style-type: none"> <li>Fill out eval</li> <li>Give feedback on PD schedule for rest of year</li> </ul>

	RGA – Lunch Location:	
	New Ross Faculty – Laptop training continued	Goals: ▪ Orient new Ross Faculty to laptops
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Faculty Retreat Preparation	Goals: ▪ Prepare for Ross Faculty retreat
12:30-1:00	Tensta – Depart with Box Lunch	
	RGA – Curriculum Design Leaders: Dr. Stephanie Clagnaz and Mariah Bruehl Location:	Goals: ▪ Facilitate RGA curriculum design utilizing the Wiki ▪ Respond to questions an ideas
	Lunch served for others Location:	
1:00-4:00	RGA – Curriculum Design (Continued) Leaders: Dr. Stephanie Clagnaz Location:	Goals: ▪ Facilitate RGA curriculum design utilizing the Wiki ▪ Respond to questions an ideas
	Ross Domain Chairs, Domain Coordinators & Team Leaders – Exemplary Unit Assessment and Teacher Evaluation, Continued Leader: Mariah Bruehl, Tim Kelley, Michele Claeys, Mark Frankel, Anthony Bowes Location:	Goals: ▪ Finalize work on EU assessment and Teacher Evaluation

## WEEK 2 – August 20-24

### Overview

This week will begin with the macro view of why the Ross curriculum was developed. The concept and implications of globalization will be introduced, which will lead to discussion of the necessary skill sets for the 21<sup>st</sup> century and the role of education in the Global Era. As the week progresses participants will move into the micro level planning that is necessary to bring theory into practice. As the dialogue and topics weave back and forth between the macro and micro views, faculty members will develop a deep understanding of both the context and importance of the Ross curriculum while learning new skills and concepts, which will prepare them for the work that is required to reflect on their practice and to continually evolve their craft.

### Monday 8/20

**Theme: Education in the Global Era**

Time	Participant Schedule	Goals
9:00–9:15	Opening Remarks – Courtney Sale Ross	Frame the “why” of the curriculum for everyone, to kick off the retreat
9:15-10:00	Panel – What is globalization? Leaders - Courtney Sale Ross & Marcelo Suarez-Orozco Location – Senior Lecture Hall	Introduction to the concepts and issues related to globalization and how they related to education. Economy, People and Technology

10:00-10:45	Q & A - K-12 Education Leaders – Michele Claeys, Mark Frankel, Stephanie Clagnaz	Instructional leaders from both Ross School and Ross Global Academy ask and facilitate questions related to Pre-Nursery through 12 <sup>th</sup> Grade education
11:00-12:00	Breakout Sessions Facilitators – Courtney Sale Ross, Marcelo Suarez-Orozco, William Irwin Thompson, Ralph Abraham, Michele Claeys, Mark Frankel, Stephanie Clagnaz Locations –	Small discussion groups made up of mixed grades and domains. Each group will be lead with a facilitator who will be using guided questions.
12:00-12:30	Debriefing & Dialogue	Discussion of ideas that were generated during the breakout sessions.
12:30-1:30	Lunch (BYO)	
1:30-2:15	Panel- Evolution of Consciousness and Planetization Leaders: Courtney Sale Ross, William Irwin Thompson, Ralph Abraham	Presentation of an additional perspective on understanding globalization, the evolution of human consciousness and the role of education
2:15-3:00	Q & A - K-12 Education Leaders – Michele Claeys, Mark Frankel, Stephanie Clagnaz	Instructional leaders from both Ross School and Ross Global Academy ask and facilitate questions related to Pre-Nursery through 12 <sup>th</sup> Grade education
3:00-4:00	Breakout Sessions Facilitators – Courtney Sale Ross, Marcelo Suarez-Orozco, William Irwin Thompson, Ralph Abraham, Michele Claeys, Mark Frankel, Stephanie Clagnaz Locations –	Small discussion groups made up of mixed grades and domains. Each group will be lead with a facilitator who will be using guided questions.
4:00-4:30	Closing Panel – Leaders - Courtney Sale Ross, Marcelo Suarez-Orozco, William Irwin Thompson, Ralph Abraham Location – Senior Lecture Hall	Discussion and synthesis of concepts explored throughout the day.

**Tuesday 8/21**

**Theme: Five Minds for the Future**

<b>Time</b>	<b>Participant Schedule</b>	<b>Goals</b>
8:30-10:00	Five Minds for the Future Leaders –Howard Gardner Location –	Howard Gardner will discuss his new book, which addresses the kinds of minds that are critical in the Global Era. Implications for education will also be addressed
10:00-10:45	Q & A - K-12 Education Leaders – Michele Claeys, Mark Frankel, Stephanie Clagnaz	Instructional leaders from both Ross School and Ross Global Academy ask and facilitate questions related to Pre-Nursery through 12 <sup>th</sup> Grade education
11:00-12:00	Breakout Session Leaders – Howard Gardner, Michele Claeys, Mark Frankel, Anthony Bowes, Tim Kelley, Stephanie Clagnaz, Mariah Bruehl Locations –	Groups of faculty members will meet to unpack the Ross curriculum and evaluate how we are meeting the needs of our students with respect to the <u>Five Minds for the Future</u> .

12:00-1:00	Lunch	
1:00-3:00	Breakout Session (continued) Leaders – Howard Gardner, Michele Claeys, Mark Frankel, Anthony Bowes, Tim Kelley, Stephanie Clagnaz, Mariah Bruehl Locations –	Groups of faculty members will meet to unpack the Ross curriculum and evaluate how we are meeting the needs of our students with respect to the <u>Five Minds for the Future</u> .
3:00-4:00	Debriefing & Dialogue Leaders – Howard Gardner and Courtney Ross	Discussion of ideas that were generated during the breakout sessions and moving forward
?	Party at Cody House?	

**Wednesday 8/22**

**Theme: Bridging Research to Practice**

<b>Time</b>	<b>Participant Schedule</b>	<b>Goals and</b>
9:00-10:00	Student Engagement Leaders –Carola Suarez-Orozco Location – Senior Lecture Hall	A discussion about what the research tells us regarding student engagement and its impact on student success
10:00-11:00	Mind/Brain Education – Useable Knowledge Leaders – Kurt Fischer Location – Senior Lecture Hall	A discussion of learning and the brain and what the research tells us about engagement and learning pathways
11:15-12:15	Breakout Sessions Facilitators - Carola Suarez-Orozco, Kurt Fisher, Michele Claeys, Mark Frankel, Anthony Bowes, Tim Kelley, Stephanie Clagnaz, Mariah Bruehl Locations –	Groups of faculty will have work sessions, which explore the implications that the research presented during the morning sessions, have on classroom practice. New research questions may be generated.
12:15-1:15	Lunch	
1:15-2:00	The Spiral Curriculum Leader – Debra McCall Location – Senior Lecture Hall	An in depth look at the Ross curriculum and how it supports current global needs, including cultural ecologies and mathematical mentalities.
2:00-3:00	Global Issues and Interdisciplinary Studies Leader – Michael Kozuch Location – Senior Lecture Hall	An interdisciplinary unit that addresses issues of globalization with students will be shared and discussed.
3:00-4:00	Breakout Sessions Facilitators – Debra McCall, Michael Kozach, Michele Claeys, Mark Frankel, Anthony Bowes, Tim Kelley, Stephanie Clagnaz, Mariah Bruehl Locations –	Groups of faculty will discuss the issues related to globalization and look for entry points within the curriculum to where they can be addressed.
4:00-4:30	Closing Panel - Carola Suarez-Orozco, Kurt Fischer, Debra McCall, Michael Kozach	Discussion and synthesis of concepts explored throughout the day.
4:30	RGA departs for NYC	

**Thursday 8/23**

**Theme: Technology in the 21<sup>st</sup> Century: Out of Sync**

<b>Time</b>	<b>Participant Schedule</b>	<b>Goals</b>
8:30-10:00	Keynote Speaker - ?	Set the context for the importance of technology integration for schools in the 21 <sup>st</sup> Century
10:00-11:00	Tekne: An Integrated Approach to Technology Leader: Amy Wright and faculty	Discussion of what it truly means to integrate technology in the classroom. Presentation of integrated technology projects within Ross and RGA
11:15-12:15	Differentiated Workshops A. Digital Video, Image and Audio Basics Leader – Location - B. Literacy Through Digital Storytelling Leader – Location - C. Domain Specific Tools for Technology Integration Leader – Location -	A variety of workshops will be offered so that faculty can choose according to their skill level, domain and interest (these may change based on input from the Admin. Council & Amy Wright).
12:15-1:15	Lunch	
1:15-2:15	Differentiated Workshops A. Applied Applications Leader – Location - B. Note taking using Google Notebook Leader – Location - C. Creating Scale 3D Models and Environments Leader – Location -	A variety of workshops will be offered so that faculty can choose according to their skill level, domain and interest (these may change based on input from the Admin. Council & Amy Wright).
2:15-3:15	Lab Time	Work stations set-up so that faculty can continue to practice new skills
3:30-4:00	Sharing	Reconvene to share insights and ideas for projects

**Friday 8/24**

**Theme: Synthesis & Implementation**

<b>Time</b>	<b>Participant Schedule (by Group)</b>	<b>Goals</b>
9:00-10:00	Introduction and Presentation of the Ross Wiki Leaders – Amy Wright & Sally Booth Locations –	Introduction of the Ross Wiki and demonstration of a Ross Wiki Exemplary Unit
10:00-12:00	Work Session Facilitators – Amy Wright Michele Claeys, Mark Frankel, Anthony Bowes, Tim Kelley, Mariah Bruehl Location – work stations throughout campus	Faculty work on weaving new threads into curriculum and transferring curriculum maps into the Ross Wiki.
12:00-1:00	Lunch	
1:00-1:45	Sharing – Q & A	Reconvene to discuss usability and answer questions as a group.
2:00-4:00	Work Session Facilitators – Amy Wright Michele Claeys, Mark Frankel, Anthony Bowes, Tim Kelley, Mariah Bruehl Location – work stations throughout campus	Faculty work on weaving new threads into curriculum and transferring curriculum maps into the Ross Wiki.

**Required Reading:**

Five Minds for the Future by Howard Gardner

From Teaching Globalization to Nurturing Global Consciousness by Veronica Boix Mansilla and Howard Gardner

**Schedule: Middle School Literacy Teacher**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	7:45 – 8:05	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Homeroom 1	8:10 – 8:25	5B in 113	5B in 113	5B in 113	5B in 113	5B in 113
Advisory	8:30 – 9:00	Advisory	Advisory	Advisory	Advisory	Advisory
Period 1	9:05 – 9:45	SG in 113	SG in 113	SG in 113	SG in 113	SG in 113
Period 2	9:50 – 10:30	SG in 113	SG in 113	SG in 113	SG in 113	SG in 113
Period 3	10:35 – 11:15	Team meeting	Team meeting	Team meeting	Team meeting	Team meeting
Recess	11:20 – 11:45	LUNCH	LUNCH	LUNCH	FACULTY	LUNCH
Lunch	11:50 – 12:15				LUNCH MEETING	
Period 4	12:20 – 1:00	SG in 113	SG in 113	SG in 113	SG in 113	SG in 113
Period 5	1:05 – 1:45	6A 113	5B 113	5A 113	6B 113	SG in 113
Period 6	1:50 – 2:30	Prep	6A 113	6B 113	5A 113	5B 113
Period 7	2:35 – 3:15	Prep	Prep	Prep	Prep	Prep
Homeroom 2	3:20 – 3:30	5B in 113	5B in 113	5B in 113	5B in 113	5B in 113
Period 8	3:35 – 4:15	Buddy Reading	Enrichment Cluster	Enrichment Cluster	Enrichment Cluster	Enrichment Cluster
Dismissal	4:15 – 4:30					

<b>Lower School Schedule: Grade 1B</b>						
<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Wellness	7:45 – 8:05	Purcell	Purcell	Purcell	Purcell	Purcell
Breakfast	8:10 – 8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Literacy Block	8:35– 10:10	Literacy	Literacy	Literacy	Literacy	Literacy
Math Block	10:15 – 11:15	Math	Math	Math	Math	Math
Lunch	11:20 – 11:45	LUNCH	LUNCH	LUNCH	Faculty Lunch Meeting	LUNCH
Recess	11:50 – 12:15					
Teacher Choice	12:20 – 1:00	Literacy/Math/ SS-Cult. Hist./ Science				
Period 5	1:05 – 1:45	Prep	Prep	Prep	Prep	Prep
Period 6	1:50 – 2:30	Team Meeting				
Period 7	2:35 – 3:15	SS-Cultural History	Science	SS-Cultural History	Science	SS-Cultural History
Homeroom or Dismissal	3:20 – 3:30	1B	1B	1B	1B	1B
Period 8	3:35 – 4:15	Buddy Reading	Enrichment Cluster	Enrichment Cluster	Enrichment Cluster	Enrichment Cluster
Dismissal	4:15 – 4:30					

# Ross Global Academy Curriculum Synopsis GRADES K–4

The Ross Global Academy curriculum is based on the Ross School curricular model and meets or exceeds all New York State Standards. Ross School is accredited through the Middle States Association and was the first school ever to receive the Middle States Association International Credential in 2005.



Ross Global Academy Public Charter School

	Cultural History	English Language Arts	Mathematics	Science	Arts	Modern Languages	Health and Wellness
<b>GRADE K</b>	<p><b>Creation, Elemental Forces and Symbols</b></p> <p>Kindergarten is a time of origin. Science, myth, tools, rituals and art are integrated with concrete, tactile, kinetic study that includes creation stories from around the world; study of elemental forces such as water and wind; opposites of light and dark, high and low, visible and invisible; the magic of symbols, letters, numbers and naming; and the sun, moon and stars. Kindergarten students engage in and learn about the world around them through song, dance, drawing and painting, storytelling, thematic play, manipulatives and exploratory walks. They practice social skills and experience joy and enchantment through relationships and the every day world.</p>	<p>Fostering a love of literature and story telling while building basic skills through shared daily reading and writing experiences is the focus of literacy in kindergarten. Fiction, non-fiction and poetry are explored. Students engage in retelling, dramatizing and discussing books. Story telling is explored through drawing, dictation and independent writing. The concepts that letters represent sounds and that different sounds work together to form words are introduced.</p>	<p>Students begin their formal study of numeracy by learning to sort and classify according to shape, size and color. They count familiar objects, matching quantity to oral and written numbers, and look at numerical ordering and simple patterns in everyday life.</p>	<p>Kindergarten science experiences include observations of the natural world and simple investigations into the behavior of plants and animals. Students gain an awareness of their own bodies, and learn to identify nutritious food groups, sorting and classifying food into these groups. Students also learn simple ways of measuring length and time.</p>	<p>Students engage in a variety of play and experimentation with mask making, sound making, assemblages, and collaborative performances.</p>	<p>Students begin their study of Chinese language practicing gestures and tones through songs, simple dialogues, poems, and question and response. Chinese folklore is read to students to reinforce literacy and introduce Chinese culture. Listening and speaking are the primary communication skills developed at these grade levels with increasing difficulty as students master basic skills and vocabulary.</p>	<p>Students explore moving in personal space and in group space. Balancing and bending to rhythms, skipping, crawling, hopping and jumping are skills taught through games that animate storytelling and nature. Students interpret their environment through play using balls, balloons and scarves. Students are introduced to concepts in personal health, hygiene, safety, the five senses, communication and nutrition.</p>
<b>GRADE 1</b>	<p><b>Patterns and Cycles</b></p> <p>Students discover predictable patterns in the world and explore them through nature study, rhyme, music, art, movement and mathematics. Naming, numbering, listing, cataloging and remembering make the things around them distinct. They memorize poems and songs from around the globe and are introduced to geography and place names beginning with their own neighborhoods. Students learn that tools and instruments – pencils, paint brushes, levers, hammers, drums, chimes – are extensions of their bodies and minds and help them to create, describe and share their world.</p>	<p>Students develop an awareness of story structure, main idea, and characters. Reading fluency is developed by reading aloud and in small groups. Students rhyme poetry, and memorize songs, stories and poems. Elements of good writing are explored and students generate ideas for story writing. Students practice proper use of lower and upper case letters, are introduced to basic punctuation and use their knowledge of sounds and letters to identify unfamiliar words.</p>	<p>Students explore numbers and patterns in nature and learn to catalogue and make lists by counting objects and using numbers to keep track of them. This leads to an examination of addition and subtraction in daily life. The study of patterns continues, by looking at sets of numbers, as well as patterns in rhythm and dance.</p>	<p>Students study the following topics: plant biology and evolution, life cycles of plants and animals, biology and evolution of dinosaurs, naming and remembering plants and animals, and the simple physics of blocks and constructions. Their investigations develop skills in data collection, analysis and the recognition for simple patterns and cycles.</p>	<p>Students experiment with color, shape, texture, and pattern in a variety of media, real and imaginary plant and animal portraits, rhyming words and songs, traditional children’s songs, skip-rope chants and exploration of instruments, such as drums and bamboo flutes.</p>	<p>Students begin their study of Chinese language practicing gestures and tones through songs, simple dialogues, poems, and question and response. Chinese folklore is read to students to reinforce literacy and introduce Chinese culture. Listening and speaking are the primary communication skills developed at these grade levels with increasing difficulty as students master basic skills and vocabulary.</p>	<p>Students explore time in movement and participate in activities that assist movement through space at controlled speeds. Using dance to explore motion, students play habitat games and explore patterns. In addition, they explore manipulating objects to reinforce the grade level theme of tools as an extension of one’s self. Health topics include hygiene, dental health, kindness, body image, circulation, food around the world and healthy choices.</p>
<b>GRADE 2</b>	<p><b>Systems</b></p> <p>Students learn that they are part of an interconnected world and universe made up of complex systems that include many different kinds of relationships. They understand these relationships through study of ecosystems and biological systems of their own bodies. On a larger scale, they study weather patterns, the world’s oceans and the solar system. Students also study human-made systems – such as their families, neighborhoods and towns – and the rules and rituals that help individuals develop a sense of self within a defined group. They explore and create maps and experience opportunities to participate in groups such as teams and performing ensembles. They celebrate diversity as important for healthy functioning systems and engage in their own individual interests within a larger system.</p>	<p>Students learn reading comprehension strategies and methods for spelling. They write more complex sentences and paragraphs, practice summarizing main ideas, identify proper punctuation and revise their work. Daily read-alouds reinforce conceptual and reading skills while exposing students to quality literature. Students work in small guided reading groups, learn to spell most common words correctly and practice strategies for decoding words.</p>	<p>Students continue to analyze and recognize mathematical patterns; even and odd numbers; multiples of 2, 3, 5 and 10; addition and subtraction of large numbers; math stories and problem solving; and systems of measurement and comparison.</p>	<p>Students engage in empirical observation of patterns in natural systems—our solar system, our planet, local ecosystems, and food webs. They examine the human body’s ability for self-regulation of temperature, and look at some human-made systems—buildings, roads and computer networks—to develop an introductory understanding about how elements of a system interact to produce specific outcomes.</p>	<p>Students make maps of the school and neighborhood, create family portraits, and explore media and systems of production. They study systems of performance—dance troupes, orchestras, and choral ensembles—and participate in group rehearsals and productions with a variety of music, song, and dance from around the world.</p>	<p>Students begin their study of Chinese language practicing gestures and tones through songs, simple dialogues, poems, and question and response. Chinese folklore is read to students to reinforce literacy and introduce Chinese culture. Listening and speaking are the primary communication skills developed at these grade levels with increasing difficulty as students master basic skills and vocabulary.</p>	<p>Students learn to apply and respect rules of fair play and group safety through small group games focused on developing relationships. Catch games, partner dancing, balance games and team adventure games are explored. Health topics include healthy relationships, hygiene, human body systems, food groups, safety, understanding families and appreciating differences.</p>
<b>GRADE 3</b>	<p><b>Human Systems and Awareness of the Self</b></p> <p>Students begin their formal study of the history of human culture, a study that will carry them through the rest of their school experience. They begin to understand that knowledge about the past helps people know what to do in the present and how best to prepare and empower them to plan for the future. The story of human culture is introduced in the context of ecology and mammalian evolution and followed by study of early human social groups. Study of ceramics, jewelry and cave painting present the integrated nature of science, art and religion in early human culture. Their fascination with the sun, planets and stars leads students to the study of astronomy and its role for ancient peoples as a tool for time keeping.</p>	<p>Learning the difference between opinion and fact and practicing supporting opinions with developing reasoning skills help students develop critical reading skills. Students read books that contain increasingly difficult vocabulary and these are used as resources for researching various topics in the content areas of science and cultural history. Students learn paragraphing and simple grammar rules using nouns, verbs and adjectives. Read-alouds and reading groups continue, and students begin to create journals. Students are introduced to the dictionary as a resource for spelling and vocabulary work. Word decoding continues in all areas of reading and writing.</p>	<p>Students examine early and contemporary mathematical symbols for numbers and operations. They learn to keep track of time using the sun, stars, clocks, and calendars, and they consider mathematical problem solving in everyday life. They also study how addition and subtraction relate to multiplication and division. Study of the sun is reinforced mathematically by students designing a sundial using simple geometric tools.</p>	<p>Students learn biological concepts, which include mammalian evolution, primates, early humans, the human body and its systems and geology, which includes geological history and the study of rocks, minerals, and stone tools. They learn scientific methodology, lab techniques and lab safety, and they are introduced to the concept of archaeoastronomy. Students extend their understanding of a self-regulating system to the study of an ecological system, and are introduced to the role of feedback in simple control systems.</p>	<p>Students explore cave painting, ceramics, clay fertility figures and jewelry making. They study ancient instruments and their contemporary counterparts—percussion, winds and strings. They create original instruments using materials found in nature and continue group rehearsals and performances in movement and music. Early forms of media such as storytelling, pictographs and symbols lead them to experiment with journaling.</p>	<p>Students continue to master songs, simple dialogues, and question and response in their study of the Chinese language. Students focus on developing their ability to understand main ideas and some details of simple informative materials written for Chinese speakers. Chinese folklore is regularly explored to increase understanding of Chinese culture and to reinforce literacy. Listening and speaking skills are emphasized with increased sophistication.</p>	<p>Students participate in a variety of group games and advanced individual activities. They expand their range of movement through more complex rhythmic patterns in dance and through such gymnastic skills as balance, flexibility and creative movement routines. Students develop games and rules related to tracking and hunting rituals. Health topics include the digestive system, the diet of early peoples, healthy decision making, tobacco prevention, safety, systems of growth and maturation, understanding health information and environmental health.</p>
<b>GRADE 4</b>	<p><b>Social Systems, Early Settlements and Agriculture; United States History: Native America to an Emerging Nation</b></p> <p>Beginning with the transition from hunter and gatherer bands to agrarian societies, students follow the migration of peoples from southwestern Eurasia to the river valleys of the Nile, Tigris, Euphrates and Yellow Rivers. They explore architecture as shelter and sacred space as well as the art, storytelling and rituals of early peoples. Students study food crops, food storage and the domestication of animals of the late Ice Age and compare it with that of early Native American and European settlements in New York. New York’s role in the Revolutionary War as well as New York City as the seat of early colonial government and a thriving African-American community serve as a focus for the encounters of Europe and Africa. Examination of the founding documents of the United States as well as American principles and values are studied along with the diverse peoples who forged the new democratic vision.</p>	<p>Students participate in a rich reading program of independent daily reading, reading groups, read-alouds, and shared readings. Students respond to reading, both verbally and in writing, with questions that show an understanding of main ideas, details and examples. Students make observations and inferences about what they are reading in all areas of study. They write letters, informational research pieces, persuasive pieces, reading responses, memoirs, fiction, and poetry. They practice the proper use of punctuation and grammar. Spelling strategies are practiced and vocabulary expanded through reading, writing and research.</p>	<p>Students develop skills in a wide variety of mathematical topics including enumeration as counting and as establishing relations between and among objects; whole number operations such as addition, subtraction, multiplication, and division; weights and measures especially as they relate to civilizations in the Near East, Europe, Asia and the Americas; estimation; fractions; the role of functions; and the continued use of mathematics in real-world problem solving.</p>	<p>Students focus on agriculture and the shift to an agrarian society. They look at the domestication of plants and animals; the integration of ecology, botany, chemistry, and technology into complex cultural developments and the science of metallurgy and the importance of tools. They continue to develop lab techniques, safety, and the scientific approach to inquiry and they are introduced to the concept of a testable scientific hypothesis. Examples from the colonial period of American history, such as the science of Benjamin Franklin, are used to illustrate the process of experimental science.</p>	<p>Students create sculpture, wall paintings and two-dimensional art forms. Neolithic structures around the world illustrate the power of nature and various cultures’ relationship with it. Performing arts explores myth, ritual, dance and storytelling; students continue group performance. Students explore representational art and physical structures and examine how a culture’s art influences people to believe and act in certain ways.</p>	<p>Students continue to master songs, simple dialogues, and question and response in their study of the Chinese language. Students focus on developing their ability to understand main ideas and some details of simple informative materials written for Chinese speakers. Chinese folklore is regularly explored to increase understanding of Chinese culture and to reinforce literacy. Listening and speaking skills are emphasized with increased sophistication.</p>	<p>Students begin to develop sport specific skills of eye-hand coordination and tune fine and gross motor skills. Dribbling, volleying and catching are skills for mastery. Mapping and exploration skills are demonstrated through games. Students practice Native American dances and learn other cultural traditions. Health topics include ancient medicine and early healers, food and nutrition in early agrarian societies, growth and maturation, substance use prevention, personal health topics and social health topics.</p>

# Ross Global Academy Curriculum Synopsis GRADES 5–8

The Ross Global Academy curriculum is based on the Ross School curricular model and meets or exceeds all New York State Standards. Ross School is accredited through the Middle States Association and was the first school ever to receive the Middle States Association International Credential in 2005.



Ross Global Academy Public Charter School

	Cultural History	English Language Arts	Mathematics	Science	Arts	Modern Languages	Health and Wellness
<b>GRADE 5</b>	<p><b>The Americas: Our Place in the World; Early River Cultures</b> Students begin with a review of US history from the early Americas through industrialization, followed by an exploration of the geography, history, economies and governments of the Americas. From the roots of our culture, students explore the development of civilizations that arose around river ecologies in Egypt, Mesopotamia, India, China and Crete through practice of the methodology of archaeology. Students study patterns of emerging civilizations, including the transformation of tribal associations to more complex forms of social, religious and political organization; myth, legends, and worship; the transition from oral to written language; advances in agriculture, construction, and city planning; and changes in the status of women.</p>	<p>Students begin the year by reading a variety of literature connected to studies in other classes. They learn to skim texts for information and put ideas together from different sources. Research and report writing are a focus and students use books as resources to help in their writing. Students practice expressing their reasoning with more detail and description in both speaking and writing. Creative writing pieces include interesting characters and situations and more complex story lines. The building of writing skills and grammar continues to include irregular verbs, punctuation and more complex sentence construction. Content area spelling and vocabulary work continue.</p>	<p>Students review whole number arithmetic and estimation skills, learn about the evolution of number systems, and work with the tools of geometry to construct and measure angles, segments, and triangles. They apply the method of Egyptian rope stretching to construct right angles, and further their geometric skills by studying the importance of archaeoastronomy in the ancient world. Students learn procedures for working with decimals and fractions, and apply them to percents and probability.</p>	<p>Students begin the year by exploring archeology as an example of both scientific study and the way we gather and interpret information about past cultures. Plants are examined, with a focus on the life cycle of plants and how it relates to agriculture and other uses of plants. Animals are also studied in detail, along with the major organ systems of the human body. Students build drums and then study vibrations and the physics of sound. The year ends with a unit relating geography to the planning of towns and small cities.</p>	<p>Students explore early civilizations through architectural models, drawings on papyrus and cuneiform tablets. Students are introduced to the art history of ancient Sumer, the Indus Valley and Egypt. Focus on shapes, patterns, and symbols extends to examining the use of mask and body expression to convey meaning. Students ponder ritual music in ancient civilization and examine ancient forms of written communication through hieroglyphics and early alphabets. They also compare ancient myths to modern versions.</p>	<p>Students continue to build their skills in Chinese through reading and writing lists, letters of introduction relating to family, and paragraphs about other familiar topics. Listening and speaking skills continue to be the primary communication focus at this level with an emphasis on a thematic approach to new vocabulary and structures in the Chinese language. Reading simple Chinese children's books helps students develop a further understanding of the culture.</p>	<p>Students expand play into large groups and explore cooperative games, focusing on teamwork and strategy. Students participate in Project Adventure and early colonial games while they continue to develop coordination of eye-hand and eye-foot skills, balance and strength development. Chinese martial arts and circus activities are explored, as well as beginning yoga postures. Health topics include Chinese medicine, Ayurvedic nutrition, environmental health, social health, puberty and reproductive health, accessing health information and developing healthy relationships.</p>
<b>GRADE 6</b>	<p><b>Prophecy and Cultural Transformation</b> Students examine the role of a singular leader as an agent for cultural transformation. From the Mesoamerican Quetzlcoatl, to Moses, Confucius and the Buddha, students study the cultural impact of the rise of the earliest world religions in historical context. A cultural shift leads to an emerging rationality in ancient Greece embodied in its art, architecture, theater, literature and government. The lessons of Athenian democracy as inspiration for the founders of the United States are emphasized. The year concludes with concentration on the emerging empire of Alexander the Great. From Greece through Egypt, Phoenicia to Persia and India, students examine the implications of cross cultural exchange in a new era of conquest.</p>	<p>Students read and analyze a wide range of world myths and religious texts as well as age-appropriate books that interest them, applying their understanding by writing and drawing to produce creative pieces. They study the characteristics of certain styles of writing and learn to identify and interpret them. Research and organization skills are developed as students are asked to integrate multiple sources to write a paper and to support their claims with textual evidence. Students continue to expand their reading and writing skills through instruction in mechanics, grammar, and vocabulary.</p>	<p>Students strengthen their fraction and decimal skills and apply them to ratio and proportion. They use the tools of geometry to construct polygons and understand perpendicular and parallel lines. Students study prime factors and multiples, and apply these concepts to musical scales and tones, especially those found in Chinese music and culture.</p>	<p>In this course, students study archeology and archaeoastronomy, focusing on the constellations. Students learn about Chinese herbal medicine, and investigate the links between geography, climate, and ecosystems. The study of plate tectonics, earthquakes, and volcanoes informs students of catastrophes, as experienced and recorded by past civilizations. They examine how ancient and modern cultures collected and classified living things and they put together and display their own collections of natural objects.</p>	<p>Students explore Chinese and Greek art history, portraits of gods and goddesses, and models of temples, focusing on proportion and architectural principles. An example of transition from the religious to the secular, students explore the theater of ancient Greece and the developments of choral structure and dance, then compare Greek theater to Chinese opera. Musically, students examine the Harmonic Series, a fundamental musical element of ancient Greece, as well as the effects of ancient monuments on moral order, social structures and politics.</p>	<p>Students continue to build their skills in Chinese through reading and writing lists, letters of introduction relating to family, and paragraphs about other familiar topics. Listening and speaking skills continue to be the primary communication focus at this level with an emphasis on a thematic approach to new vocabulary and structures in the Chinese language. Reading simple Chinese children's books helps students develop a further understanding of the culture.</p>	<p>Students continue to participate in a variety of team activities and organized games, further developing and applying sport specific skills. Advanced Project Adventure games, athletic competition as seen in the early Olympics and dance created through yogic movements are among some of the activities explored. Health topics include ancient Greek medicine, tolerance, personal health, the Mediterranean diet, puberty and reproduction, relationships, substance abuse prevention and body image.</p>
<b>GRADE 7</b>	<p><b>Empires, World Religions and Hierarchical Societies</b> Students examine cultures of conquest—the Mayans, the Mauryan Empire of India and the Roman Empire—and discover how leaders of these empires justified their power through the creation of structures that provided a moral balance to their military order. Students study advances in engineering, technology, art and architecture and learn how economic power led to a more stratified society. Christianity and Islam emerge as challenges to the ruling elite; these world religions become empires in their own right and engage in a clash of faiths in the Crusades. Study of medieval Japan and the medieval kingdoms of West Africa leads to an analysis of highly structured hierarchies based on faith and on loyalty to a fixed set of cultural values and social behaviors.</p>	<p>Students continue the study of myths and religious texts as well as age-appropriate books and begin to understand how a single literary work can generate multiple meanings. They refine their research and organizational skills and practice writing persuasive arguments. Students read selections from the Mayan Popul Vuh, the New Testament, and the Koran. Their study of the Roman Empire is an opportunity to read and analyze Shakespeare's Julius Caesar. Throughout, students learn to support their opinions through specific references to the text. Skills in creative writing, grammar, mechanics, and vocabulary continue to be developed and stressed.</p>	<p>Students learn to use graphing and plotting to represent data. They apply fractions and factoring to real world problems and to Mayan calendar math and they enhance their understanding of geometry by studying Euclid's system of proof. The influence of Islam, especially al-Khwarizmi and the House of Learning, on mathematical development is emphasized.</p>	<p>Students continue study of astronomy as practiced by the Maya, focusing on Venus. They also explore additional physical science and engineering concepts through the design of Roman machines. Students learn about early medicine and anatomy, look closely at the Greek anatomist Galen and analyze the contributions of Islamic astronomers to current scientific understandings. Students also explore the connections between the Bubonic Plague and modern day viruses.</p>	<p>Students explore Hellenistic art history, sculpture, portraits, figure drawing and city planning. Medieval art history projects include shield design, mosaics, cathedrals, calligraphy and illuminated manuscripts. The art and architecture of Islam, African healing objects and mud-cloth paintings are studied. In performing arts, students study Roman tragedy and comedy. Students compare the performance and storytelling of medieval Europe with that of medieval Western Africa through Gregorian chants and African drumming, troubadours and the <i>griot</i>.</p>	<p>Students continue to develop their ability to comprehend basic conversations in the Chinese language, while mastering high novice/low intermediate level vocabulary and linguistic structures which are culturally appropriate. In reading and writing, students demonstrate comprehension of information presented in simple paragraphs and generate authentic statements and written questions on familiar topics. Simple Chinese readings about culture, celebrations and daily routines are introduced.</p>	<p>Students continue to explore individual sports and advance their practice of team sports and competition. Traditional team sports such as soccer, basketball, volleyball and softball, as well as historical games such as Mayan Ball are the focus. Students explore individual fitness endeavors—Japanese martial arts, African dance, fencing and individualize their yoga practice. Health topics include ancient Mayan, Roman and Indian food, health and medicine, religious freedom, body image, sexual education, substance abuse prevention, chronic health issues, personal and social health.</p>
<b>GRADE 8</b>	<p><b>United States History: Our Role in the World, Native America to the Present</b> Applying the methodologies of social science and history to the geography and cultures of the Iroquois, Algonquians and European settlers in the Americas, students examine the economic, political and social factors that gave rise to the American Revolution and the essential documents of the early nation. Particular attention is paid to equality and human rights as students trace the impact of slavery and the abolitionist movement on the character of the nation. Increased industrialization attracts wave of immigrants, forging the US into its role as a cultural "melting pot." From the Progressive Movement through the Great Depression and the two World Wars, students analyze the global role of the US and the manner in which various groups define their identities in the late twentieth century. The contemporary global world is viewed through the lens of America's growing cultural diversity, the struggle for economic and social justice for all, and civic and environmental responsibilities.</p>	<p>Students continue to develop literacy skills through their study of Native American myths and folktales and important 19th and 20th century American writers. Texts are chosen that interest students and illustrate topics studied in the Cultural History curriculum. Students learn to use their historical understanding to enhance their appreciation for, and understanding of, the literary text. Students continue to analyze the ways an author uses language to express an idea. Literary terms are identified and analyzed, while grammar and mechanics continue to be practiced.</p>	<p>Students develop basic algebraic skills and graphic techniques that serve as the foundation for all future work in mathematics. They study proportions, linear equations and graphs, linear inequalities in one and two variables including absolute value inequalities, systems of equations, and quadratic equations and graphs. These topics are introduced contextually, with an emphasis on authentic problems, including applications to plane and coordinate geometry.</p>	<p>Students explore concepts in both life and physical sciences with a focus on conceptual development through data collection, analysis and the discovery of patterns and cycles. In life science, study of anatomy and physiology provides an in-depth look at nutrition and digestion. In physical science the study of motion and energy, the periodic table of elements and simple chemical reactions are topics of focus. Students study the geology, plant and animal life of different regions of the US. A final project engages students in an independent study of US inventions of the first half of the 20th century.</p>	<p>Students engage in study of Native American art, colonial portraiture and the Hudson River painters. Early American modernists, state sponsored art of the 1930s and various art movements and American artists of the twentieth century are examined. In performance studies, students delve into the origins of blues, jazz, tap dance, modern dance, rap and hip-hop. Students examine the impact of mass media on culture, education, religion, values, society and politics. The influences of the camera, radio, telegraph, film and contemporary technologies on communication and culture conclude the year's study.</p>	<p>Students continue to develop their ability to comprehend basic conversations in the Chinese language, while mastering high novice/low intermediate level vocabulary and linguistic structures which are culturally appropriate. In reading and writing, students demonstrate comprehension of information presented in simple paragraphs and generate authentic statements and written questions on familiar topics. Simple Chinese readings about culture, celebrations and daily routines are introduced.</p>	<p>Students focus on a variety of team endeavors, including offensive and defensive strategy and problem solving. They explore 19th century games and the rise of organized sport in America, such as baseball, boxing, football, fencing and croquet. In addition, students develop personal fitness plans using circuit training and conditioning principles. Health topics include human rights, racism, sexism, safety in the workplace and home, food systems and distribution, environmental health, personal health, communicable diseases and social health.</p>



Ross Global Academy  
A Public Charter School

EDUCATING THE WHOLE CHILD FOR THE WHOLE WORLD

Tweed Courthouse ~ 52 Chambers Street ~ New York City

# Open House: *A Celebration for our Families*

Our Parent Association will hold a Bake Sale near the side door.

*Please support our Parent's Association!*

**What you can experience:**

- Displays of student work in each classroom
- Technology integration
- Use of *BrainPOP* in mathematics class
- Student writing and recording in grade 1
- Free screening for hypertension

**Special Demonstrations:**

- Internet safety tips in room 108
- Chinese play rehearsal in room 113
- Musical instrument demonstration in room 115

**Health and Wellness Activities in the Cafe:**

- Performance by our *step team*
- Basketball team drill practice
- Use of *Stepmania* for wellness
- Yoga demonstration
- Computer blogs reflecting student wellness

**What:** A celebration of our students and their accomplishments

**When:** Thursday, March 1, 2007

**Where:** Ross Global Academy  
52 Chambers Street, NYC

**Time:** 6:00 - 7:30 PM

**What this evening is NOT:**

- Individual parent-teacher conferences
- Curriculum night
- Time for formal presentations by faculty

**What this evening IS:**

- A joyous exchange of student learning and accomplishments
- Evidence of the Ross curriculum model and the NYS Learning Standards
- Display of a variety of learning styles

## **Ross Global Academy Enrichment Clusters**

### ***Chess Nuts!***

Teacher: Mr. Damweber

Eligible: lower and middle school students

Description: In this enrichment cluster, you will learn about and play chess. The cluster will include students who already play chess, but may also include students who would like to learn how the pieces move, the history of the game, and quick-victory strategies.

### ***Chinese Culture***

Teacher: Ms. Shan

Eligible: middle school students

Description: Expose yourself to popular Chinese games, movies, and fairy tales and discuss important events and figures in Chinese history. You will receive an overview of Chinese geography and an introduction to the essence of Chinese culture, habits, and folk customs. To achieve these goals, you will play Chinese checker, fold origami, watch DVDs, read bilingual Chinese novels, such as *Journey to the West*, and engage in group discussions.

### ***Dance, Dance, Dance!***

Teacher: Ms. Lowe

Eligible: lower school students

Description: This dance class will focus on the art and technique of dance, as well as the performance. We will begin with basic ballet technique- which will be a theme throughout the year, and then take the class through the evolution and influences of dance and performance art. Where did tap dancing originate, and who made it popular? When did swing dancing come about and why? Other dances include the Waltz, Tango, Electric Slide, and of course newer trends such as hip hop. We will work toward a final performance where the kids can strut their stuff!

### ***End Your Day with Clay***

Teacher: Ms. Franz

Eligible: lower and middle school students

Description: Do you enjoy creating things with your hands? Do you have a creative spark within you? Then maybe “End Your Day with Clay” is the right group for you. In this enrichment cluster, you will be able to explore your creative side while learning techniques to hand-building with clay. You will learn how to manipulate clay, how to use potter's tools, and how to create a finished product of pottery. So come one, come all to “End Your Day with Clay”.

### ***Express Yourself!***

Teacher: Ms. Auster

Eligible: middle school students

Description: Do you want to leave YOUR mark? We will learn about artistic concepts by looking at great works of art. By studying the work of other artists, we can draw inspiration for our own art. Projects will include portraits in the style of Andy Warhol and mobiles influenced by the work of Alexander Calder (everything from Da Vinci to Dali). Come explore a variety of media including everything from drawing to painting and photography to sculpture. Experiment with materials such as paint, clay, plaster, fabric, and wood. Whether you want to learn the basics of

drawing and painting or build on your existing skills, this cluster will provide the foundations you need to reach your full potential as an artist.

### ***Fit In!***

Teachers: Ms. Dallas and Ms. Flynn

Eligible: middle school students

Description: Each teacher will have a core group of students they sign in and out daily. Each day we will meet together for pre- and post-stretching and participate in a different fitness activity: running, strength training, calisthenics, or speed drills.

### ***Knit Wits: Introduction to Fiber Arts***

Teacher: Ms. Lacina

Eligible: lower and middle school students

Description: Impress your friends with your colorful creations! Make your own hand-made gifts! Come learn a variety of craft techniques using yarns and other fibers. Some of the crafts we will explore are weaving, crocheting, knitting, macramé, and more!

### ***Make Your Mark***

Teacher: Ms. Stotzky

Eligible: middle school students

Description: Join this cluster if you would like to use a variety of media to explore figure, still life, landscape, and abstract drawing. The desire to express yourself is the only tool you need to bring!

### ***Musica, Musica!***

Teacher: Ms. Cabal

Eligible: middle school students

Description: Come learn how to dance salsa, merengue, and vallenato, while you learn about Latin American culture. Create interesting art projects that the lower school children will learn from. Learn from each other and from the rhythm of the music.

### ***Nature in the City***

Teacher: Ms. Needham

Eligible: lower and middle school students

Description: You don't need to leave the City to get a taste of the wilderness. Nature is all around you! Together we will plant seeds, experiment with water, explore the air around us, and take a mini-nature walk in the immediate environment. This cluster will combine science and art in a new and exciting way.

### ***Performing Puppets***

Teacher: Ms. Kammermeyer

Eligible: lower school students

Description: This class will combine theater and puppetry techniques to aid in motor skills, enhance storytelling, and develop team work. Methods will include, but not be limited to, the bunraku style of puppetry, as well as hand, rod, and shadow methods. Part of the goal will be to make puppets. Performance techniques and skills will be taught, so you will create entire characters and stories.

### ***RGA Chorus***

Teacher: Ms. Stanhope

Eligible: middle school students

Description: Learn to improve your singing voice, and sing out with confidence. In this cluster, you will learn singing techniques, study music together, and learn to sing as a chorus. Have fun learning together and be part of RGA's first musical ensemble!

### ***RGA's Next Top Model***

Teacher: Mr. Rosenberg

Eligible: middle school students

Description: Do you have what it takes to be a model, that is, a model of the United Nations? You should participate in Model U.N. if you are a middle school student interested in studying and discussing global issues. In the process, you will hone your research and writing skills, as well as develop the ability to speak publicly, build consensus, solve problems, resolve conflicts, compromise, and cooperate. Moreover, you will participate in conferences and events that will give you the opportunity to meet new people and make more friends. Why simply strike a pose when you can seriously promote a purpose?

### ***RGA Soccer Team***

Teacher: Mr. Leizman

Eligible: middle school students

Description: Be part of RGA's first soccer team! We will play other public and charter schools in the New York metropolitan area. Practices will take place at school and Columbus Park. Learn fundamentals and strategies, and, of course, all of the rules of the world's most popular sport. The team will work out frequently with the "Fit In" fitness cluster.

### ***Say It Loud!: Creative Expression Using Technology***

Teacher: Mr. Noguera

Eligible: lower and middle school students

Description: Do you have something to say? Do you want to be heard? Do you love music? Be a part of the Ross Global Academy Compilation CD. Learn to write songs, raps, poems, or stories and produce music to accompany them.

### ***Scrappy Designs***

Teacher: Ms. Mercado

Eligible: middle school students

Description: Sometimes, words just don't sound right! So let's let pictures and colors speak for us! Scrapbooking is a fun, creative, and thoughtful form of self-expression. It really helps us to think about just how we want to remember each day. Plus, it can also be plain old fun and relaxing!

### ***Variety is the Spice of Life***

Teacher: Mrs. Yamaguchi

Eligible: lower and middle school students

Description: Relax, put your worry aside, and join us for a fun time! On Mondays and Wednesdays, engage in buddy reading and have choice time

together (play board games, puzzles, build with blocks, etc.) On Tuesdays and Thursdays, enjoy music and movement with ORFF instruments and recorders (for middle school students.) On Fridays, explore origami folding and other craft.

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Grade 6 -- Final Report  
2006-2007 Report Card



Name: [REDACTED]

Advisor: [REDACTED]

Term 2    Term 3    Term 4    Outcome

## Narrative

[REDACTED] is one of the most avid reader's in the 6<sup>th</sup> grade. He loves books, especially fantasy fiction. [REDACTED] becomes enraptured by his book—totally immersed in what he is reading. It is not uncommon for [REDACTED] to burst into class and announce, "I was up until 2:00 a.m. Reading! I just couldn't put the book down!" This enunciation is music to an English teacher's ears. [REDACTED]'s love of books is inspirational not only to his peers, but also to his teachers. Talking books with [REDACTED] leaves you with a single desire—to read! An important step for [REDACTED] academically is to transfer the interest and effort he places in independent reading to his assigned reading and writing. There are times when glimpses of his talent shine brightly amidst the mediocrity that characterizes much of [REDACTED]'s classwork. In his *Ideal Dog Essay* [REDACTED] describes Rocky his ideal dog. "He will be there for me when I need him. He will be like my shield." [REDACTED] goes on to describe Rocky's thoughtful nature. "Rocky will know how to get himself out of danger. He will be like a monk. Rocky will always think before he acts." [REDACTED] is a metaphorical thinker. With hard-work and a focused mind [REDACTED] will be able to fully develop his thoughts in writing engaging his readers with captivating figurative language.

In reader's workshop [REDACTED] rarely participated in whole group discussion centered on Gary Paulsen's memoir *My Life in Dog Years*. Reader's workshop is a time when [REDACTED] should excel. Rather, he is frequently despondent and aloof. Instead of curtailing his engaging intellect to suit his "friends"; [REDACTED] should strive to develop his already strong academic skills. [REDACTED]'s strong skills as a reader and writer are squandered as he spends much of his time in class socializing, often times inappropriately, with a peer group that does not acknowledge or appreciate his scholarly nature. It is important for [REDACTED] to branch out from his self-selected peer group. To achieve excellence in academics, as well as extracurricular activities [REDACTED] must foster relationships with a group of friends that supports him and engages his thoughtful mind.

[REDACTED] has not worked to his fullest potential in cultural history this semester. [REDACTED] came up with an interesting topic for his documentary project, but spent a good deal of time procrastinating during class. He was not receptive to advice regarding his topic and approach, which prevented him from succeeding in the project. [REDACTED]'s writing assignments related to our study of Buddhism showed potential, and had he put in more consistent effort, he would have excelled during this unit.

[REDACTED] has the ability to excel in Chinese language learning. He frequently participates, and hands in most assignments on time. [REDACTED] performed averagely on the Chinese exam. He is developing a growing sense and awareness of the Chinese characters for numbers, colors, body parts, pronouns, but could use a little more practice to strengthen this skill. [REDACTED] is beginning to understand the basic construction of Chinese sentence patterns, specifically, greetings; introductions(name, age); and describing people's appearance.

In Theater [REDACTED] learned about physical comedy and the importance of making character choices that communicate information about a character's personality. He needs to work on structuring his scenes with a clear beginning middle and ending. One of [REDACTED]'s most important accomplishments this marking period is his ensemble work. [REDACTED] used his rehearsal time wisely and he was able to stay in character in his performance. I look forward to working with him next year.

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Name: [REDACTED]  
 Advisor: [REDACTED]

<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	<i>Outcome</i>
			<b>The Arts</b>
			<b>Music</b>
<u>Level 3</u>	<u>Level 2</u>	<u>Level 2</u>	Student demonstrates a developing understanding of musical vocabulary, musical notation, and symbols through class notes and work.
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>Music</b> Student demonstrates appropriate listening and other participatory responses to music of a variety of genres and cultures.
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>Music</b> Student listens to and evaluates performances and compositions using appropriate terms to reflect a working knowledge of the musical elements.
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>Visual Arts</b> Experiments and creates works of art.
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>Visual Arts</b> Uses his/her own ideas and images when creating works of art.
		<u>Level 3</u>	<b>Theatre Arts</b> Student will prepare for and perform a theatrical scene and improvisational sketches.
		<u>Level 3</u>	<b>Theatre Arts</b> Student will attend a theatrical performance and interpret the performance through a written review.

# Ross Global Academy

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### 2006-2007 Report Card



Name: [REDACTED]  
 Advisor: [REDACTED]

*Term 2      Term 3      Term 4      Outcome*

### **Cultural History/ Social Studies**

#### **World History**

<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	Students will use a variety of intellectual skills to demonstrate their understanding of major developments and characteristics of Ancient Israel, Greece, and China.
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#### **Geography**

<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the Middle East, Greece and China.
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#### **Economics**

<u>Level 3</u>	<u>Level 3</u>	<u>N/A</u>	Students will use a variety of intellectual skills to demonstrate their understanding of the economic systems of Ancient Greece and China.
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#### **Civics, Citizenship, and Government**

<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	Students will use a variety of intellectual skills to demonstrate their understanding of the laws, governments and the roles, rights, and responsibilities of citizenship in Ancient Israel, Greece, and China.
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### **Languages Other Than English / Chinese**

#### **Communicating in a language other than English**

<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	Demonstrates an ability to understand and speak simple Chinese words, phrases and sentences.
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#### **Communicating in a language other than English**

<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	Demonstrates an ability to acquire basic knowledge of Chinese Pinyin (sound) and Chinese characters (written form).
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#### **Developing cross-cultural skills and understandings**

<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	Recognizes the similarities between English language and culture and Chinese language and culture.
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# Ross Global Academy

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### 2006-2007 Report Card



Name: ██████████  
 Advisor: ████████████████████

*Term 2      Term 3      Term 4      Outcome*

### **Literacy**

#### **Reading**

Student applies effective reading strategies to assist in comprehension.

#### **Writing**

Student writes to explain, describe, narrate, persuade, and express feelings.

#### **Listening**

Student listens respectfully and responsively.

#### **Speaking**

Student uses language and grammar appropriate to the purpose for speaking.

### **Mathematics & Science**

#### **Number Sense and Operations**

Student accurately applies number operations and makes reasonable estimates.

#### **Algebra**

Student represents and analyzes algebraically while performing accurate algebraic operations.

#### **Geometry**

Student analyzes characteristics and properties of geometric shapes and uses the coordinate plane.

#### **Measurement**

Student is able to determine what can be measured and demonstrates how to measure using appropriate methods, formulas and estimates.

#### **Statistics and Probability**

Student collects, organizes, displays, and analyzes data and applies concepts of probability.

_____	N/A	Level 4
_____	N/A	Level 3
_____	N/A	Level 3
_____	N/A	Level 3
Level 3	Level 3	N/I
Level 3	Level 3	Level 3
Level 3	Level 3	Level 3
Level 3	Level 3	N/I
Level 3	Level 3	Level 3

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Name: [REDACTED]  
Advisor: [REDACTED]

<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	<i>Outcome</i>
		<u>Level 3</u>	<b>Geometry</b> Student will be able to identify and plot points in all four quadrants.
		<u>Level 3</u>	<b>Algebra</b> Student will be able to solve and explain two-step equations and will translate two-step verbal sentences into algebraic equations.
		<u>Level 3</u>	<b>The Physical Setting</b> Student understands that water circulates through a process known as the water cycle.
		<u>Level 3</u>	<b>The Physical Setting</b> Student demonstrates an understanding of the theory of plate tectonics, volcanoes and earthquakes.
<b>Physical Education/Wellness</b>			
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>Personal Health and Fitness</b> Student demonstrates introductory understandings of the components of physical fitness and participates in daily physical activities.
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>Personal Health and Fitness</b> Student demonstrates basic motor skills, manipulative skills, and non-locomotor skills.
<u>Level 3</u>	<u>Level 3</u>	<u>Level 3</u>	<b>A Safe and Healthy Environment</b> Student identifies behaviors that enhance or diminish individual or societal health.

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Name: [REDACTED]  
Advisor: [REDACTED]

*Term 2*    *Term 3*    *Term 4*    *Outcome*

**Social & Emotional Learning**

**Characteristics of a Successful Learner**

Student participates in class.

Level 3    Level 3    Level 2

**Characteristics of a Successful Learner**

Student completes in-class assignments.

Level 3    Level 3    Level 3

**Characteristics of a Successful Learner**

Student demonstrates respectful behavior.

Level 3    Level 3    Level 2

**Home-School Connection**

Student attends school regularly.

Level 3    Level 3    Level 3

**Home-School Connection**

Student arrives on time and prepared to learn.

Level 3    Level 3    Level 3

**Home-School Connection**

Returns completed homework on assigned day for teacher review.

Level 3    Level 3    Level 3