

I. EXECUTIVE SUMMARY

Applicant Instructions: In no more than two pages, provide a brief summary of your school. Include a discussion of the proposed school's mission, key design elements of the educational program, other unique characteristics of the program (if any), and a discussion of the founding group's capacity to effectively oversee and govern the proposed school.

The term global perspective refers to a heightened awareness about the meaning of economics. Through the advent of technology, the access to economic success has been localized. Thusly, we are no longer looking to compete as "Americans" we must now consider educating our students through a "global perspective". Incorporating international standards as well as collaborating with students from other countries. Our students will be afforded a global perspective that takes into consideration the economic systems of the countries throughout the world including our own.

The mission of The Global Perspective Charter School is:

To create a safe learning environment that provides a quality education that exceeds the standards, promoting student awareness of their strengths and abilities, as well as foster an increasing desire to acquire knowledge.

GPCS will provide a differentiated, academically rigorous curriculum to 6th 7th and 8th grade students. Student's readiness, learning styles, cultural background, and unique traits will be considered when programming the school year. The core subjects: Math, ELA, Science, and Social Studies, will be designed to provide students with mastery of the relative standards with underlying themes that reflect the upcoming Common Core State Standards. Each of the core departments will be supervised by an administrator who is licensed, and has teaching experience in that subject area.

In addition to the Supervisor, each core content area will have a lead-teacher position that will serve as a link between the teaching staff and administration. The staff members of each department will be considered a "teacher team" teacher teams will have the responsibility of meeting periodically to share and discuss all matters pertaining to teaching their subject area. The teacher teams, in conjunction with the administrative staff will collaborate to design curriculum and determine the scope and sequence for their respective subjects. In addition to their core subjects, the educational experience at the GPCS will offer courses in: Foreign Language, Economics, Law, Computers, Robotics, Journalism, Drama, and Dance. The offered elective courses are instrumental in developing the whole student, by providing various opportunities to experience success within the school building.

This format of programming can be facilitated by manipulating the traditional forty periods a week that each student follows in the NYC school districts. Students are scheduled for 8 periods a day for five days a week. Out of these forty periods students at the GPCS will receive:

- 7-8 periods (based on need) of Math and/or ELA.
- 5 periods of Science
- 5 periods of Social Studies
- 4 periods of Foreign Language
- 4 periods of Physical Education
- 4 periods of elective study (*the aforementioned subjects)
- 5 periods for lunch/recess.

To establish and enforce the code of conduct, a grade advisor position will be created. The grade advisor will have jurisdiction over a specific grade, their job responsibilities will include; communicating the parameters of the chancellor's code of conduct to parents and students, enforcing the code, peer mediation, filing incident reports, investigating incidents, booking grade field trips. Parent involvement will be essential to the success of the program. To foster a connection with parents all parent/guardians will be responsible to fill out, sign and return the GPCS "Parent Pledge", this contract between the school and parents will establish the expectations for their involvement in the school as well as provide feedback on their availability and special interests/talents and resources.

The founding group consists of teachers and administrators, who have successfully worked in this model of program. New Future Foundation, our non-profit affiliate will facilitate a connection with the United Nations establishing access to global projects. The founding group's purpose is to implement the successful practices that are utilized in the highest performing districts in NYC as well as other successful learning communities.

A. Student Enrollment

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K					
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th	150-200	200-320	300-320	300-320	300-320
7 th	150-200	200-320	300-320	300-320	300-320
8 th		200-250	300-320	300-320	300-320
9 th					
10 th					
11 th					
12 th					
Ungraded					
Totals	300-400	600-890	900-1140	900-1140	900-1140

B. Target Populations

District 29 consists of 71% black or African-American, 13% Latino and 7% are Limited English Proficient. The GPCS is intending to take over an existing DOE school in district 29. It is expected that we will serve all of the students that are entitled to attend the school according to district guidelines. Upon receiving a venue to facilitate the charter, the administration will seek to establish itself as a hub for our designated feeder schools that are responsible for the incoming 6th grade students. Administration as well as the PTA constituents will visit and fully inform the local feeder elementary schools about the programs offered at GPCS. The founders of The GPCS, are confident that based on our structure we will maximize the provided school space after the first year of existence.

In a recent conversation with the PTA President of a district 29 middle school, an interesting aspect about the community was brought to light. Most, if not all, of our parents went to school in the Caribbean, where their parents worked hard and did not have to be involved in the school community. The teachers and headmasters or school officials were the “judge and jury”, enforcing the same principles that were practiced at home. It would be absurd for a parent to have to spend *time* to come to the school to assist his/her child. Therefore, barriers exist within the Caribbean parent’s *expectations* of the school building. In comparison to “back home”, the teacher was in full charge with authority to fully discipline the student by any means deemed appropriate and learning took place in a very stable environment.

It is quite obvious that schools in the U.S. are a stark contrast to those in the Caribbean; however parents of Caribbean descent are overworked and ignorant to the facts that a cultural “melting pot” exists in the public school building. Therefore it is imperative to communicate that we have expectations from them as parents and we will take the initiative by establishing the lines of communication through the “Parent Pledge” to get them informed about their role in the building. This is the most important factor that we can convey to parents- *their expected role* in our school.

Marketing Considerations

Initially, the first wave of marketing will consist of community events held at the school where brochures and relevant information will be shared with the community. Parental involvement will be outlined in detail through the “Parent Pledge” a parent-school contract that will promote accountability and raise awareness in the community about the needs of the school. The parent pledge will also provide information about parent

special interests, resources, and availability to volunteer. The administration and volunteered staff of the GPCS will visit local churches and businesses to provide contact information and raise awareness about their responsibilities to the students in the community. During the school year we will commence "phase II" that will consist of: local radio, web, facebook, twitter, local print ads, and student letters to contact local politicians for their assistance in achieving our mission.

The Community

GPCS intends to run its program in School District 29. The student population of District 29 comes from families ranked as low-middle class; whereby they are significantly close to the poverty rate in the U.S.; Approximately 70% of the student population in district 29 qualify for free or reduced lunch. 75% of the student population is black or of African-American decent, while 13% are of Hispanic decent. About 7% of the total student populations are English language learners.

District 29 is one of the lowest performing districts in the city. The students of District 29 academic performance is affected by factors associated with marginal poverty, lack of parental involvement, insufficient academic intervention programs, and lack of academic support. These effects are evident in the academic performance of students in district 29. Only 2% of students scored a level 4 in math and ELA while more than 50% scored 1's and 2's on their state math and ELA test. The latest test results for District 29 (2009-10), displays 36% of third grade children scored 3 or above in ELA, 33% in Math (4th grade ELA 36%, Math 32%; 5th grade ELA 40%, Math 34%). As a middle school, the GPCS will accommodate these elementary students. In comparison of district 29's performance data to the entire state, this district consistently underperforms. This indicates that the student population in district 29 has a high proportion of students with special needs.

The students that fall under the labels: English language learner, free/reduced lunch, student with disabilities, will have the same opportunity to experience success as any other student attending the program. These labels are vital in identifying who the student is as a learner and will be considered when pedagogues and administration designs an instructional for these students. However, allowing the stigma to create a barrier from quality instruction will not happen at the GPCS.

Retaining Students

The GPCS's ability to retain students will derive from the connection that will be made with the parents/guardians and the sense of achievement that students will experience. In our professional experience, lower performing school districts do not retain students with disabilities due to lack of providing the appropriate services. The parents of these

students often feel that their child is not appropriately served due to lack of academic rigor, no matter the student's current level of ability. Another topic that has fueled NCLB transfers is safety; there is a positive correlation between transfer students and the amount of violent acts that occurred during the school day. Another major component of student retention is establishing and maintaining a consistent link with parents. Parents feel that a school is not meeting their expectations when they are not informed about how the school is interacting with their child.

Identifying Students

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency—the school district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). GPCS will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

GPCS will not discriminate against LEP/ELL students in its admissions policies or practices, and it will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In addition, it will make proactive efforts to build awareness of the charter school and of the opportunity for parents to enroll their children within the district 29 communities where large numbers of LEP/ELLs reside.

At the GPCS, administration staff and the secretarial staff will work closely together to ensure that all students with disabilities are accurately identified. Technology will be the most effective method of identifying the needs of students that are attending the school. Through the DOE's automated system, each student with an OSIS number will be scanned through the system to determine if there is an IEP and what are the provisions of the document. To identify the English language learners who are attending, the licensed ESL teacher must be dedicated to the task of retrieving a completed home language survey. One of the current obstacles with the surveys are they contain the wrong information or are never collected therefore; in addition to the survey, staff members will be trained by the ESL teacher on methods to identify those students who demonstrate a language barrier.

After the entry point has been determined, teacher feedback in addition to current data will enable the schools administration and teaching staff to assess student progress of individual student goals. Ongoing assessment and periodic discussion sessions with teacher, student, parents- and where applicable, service providers will drive the

instruction to that will best benefit the student. These intervention sessions will determine the effectiveness of instruction and facilitate progress with student goals.

Instruction of Students w/ disabilities/EI,LEP

At the GPCS, *all* students will have the opportunity to receive a unique educational experience. The administration and staff at GPCS will be trained in methods and strategies that will enable them to see students as individuals with unique needs according to: academic readiness, learning style, and special interest. Curriculum scope and sequence will be designed by administration and staff considering the relevant subject standards and the learning needs of the students that the scope & sequence intends to instruct. Through weekly teacher team meetings student progress will be measured through formative and summative assessments and discussed by teacher feedback to determine the effectiveness of the curriculum. Depending on the outcomes of these meetings, a shift in time frame for a topic or the rearranging of the sequence of upcoming topics maybe agreed upon to better serve the students.

Students with special needs who are receiving resource room or AIS will receive instruction in the same format that instruction is delivered in all classrooms. When teachers differentiate content, process, and/or product, students (no matter their level) receive a unique, tailor made learning experience.

Instruction will be delivered via the workshop model- a basic structure that dictates the components of an effective lesson, including a: Relevant *standard, learning objective, a connection activity* to activate prior knowledge, a *mini lesson* that motivates and connects the material to the real world, an *independent activity* where students mostly work in groups to perform a task based on what they just learned, then a *share out* activity that ends with a *summary*. This lesson structure will be applied to the core subjects and will ensure that teachers and students are achieving mastery of the necessary state standards.

Monitoring Progress

Technology tools such as Classroom Performance Systems-CPS, ARIS, ARIS blogging community, will provide a form of electronic student monitoring that will allow staff members as well as administration to gain insight about the whole student instantly. The GPCS will also rely on the adults who service the students to provide relevant feedback to assess student progress. Inquiry team meetings, Coaches meetings, SETSS teacher meetings, grade advisors, counselors, and paraprofessionals will be provided with a forum to share their experiences with students and collaborate on methods and strategies that are successful.

a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;

Reading/language arts will be instructed as reading and writing. Administration, teachers, students, and parents will work together to set goals and periodically assess our progress in achieving those goals. Reading and writing is performed in all subject areas and will be addressed by every faculty member. The GPCS will employ methods and strategies such as genre reading, book clubs, various reading incentives, creative writing, exploratory writing, author studies. To support these initiatives, professional development from the Teachers College Reading & Writing Program will provide professional development sessions to staff in the school building as well as in peer teacher groups at Teachers College.

To improve performance in mathematics, faculty and administration will collaborate to develop methods of bringing the standards to life by enabling students to *experience* the subject matter. Experiential learning will increase retention and the ability to synthesis skills taught. Mathematics will be instructed as a building block subject. Via the workshop model, teachers will begin a lesson with a brief activity to activate prior knowledge; connecting it to the desired goal for the day. A motivational activity will add depth to the information being delivered. Students will work in flexible groups to apply the skill strategy taught. Students will share in the form of a summary activity, followed by a short practice assignment for home to reinforce retention.

Math teachers at GPCS will receive various professional development opportunities. Multiple representation, implementing technology, questioning techniques, productive group work are some of the areas that the math teachers will be trained in. All staff training/professional development will be supported by providing the necessary resources to apply theory as practice. To deliver instruction, teachers at GPCS will rely on a variety of texts from companies such as McGraw-Hill, McDougle-Litell, Prentice Hall as well as supplemental NYS review workbooks. Materials such as smart-boards, calculators, manipulative kits, lcd projectors, and overhead projectors will be incorporated into the Math instruction. Staff members will also receive professional development in methods and strategies to implement the aforementioned materials. Math teachers will also receive training in utilizing math software programs like *Geometer's Sketchpad*, enabling students to interact with technology as a means to learn as well as receive information via multiple modes.

To affect the learning status of the whole student, qualitative data such as learning style and background information will be incorporated to define who the student is as a learner. Quantitative data will be analyzed to determine the level of success in achieving academic goals. Another major component that will drive instruction is differentiation. Teachers will implement methods of differentiation to determine their student's current level of ability and need. The GPCS will incorporate the Renzulli method of differentiation into the curriculum. The program founded by the University of Connecticut's Joseph Renzulli, provides professional development as well as an extensive database of resources that will be tailored to the unique characteristics of each student. Through differentiation of content, process, and product students will be challenged according to a unique learning map.

b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);

The proposed model is to service middle school students grades 6-8.

c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable)

Every licensed staff member has studied the varied philosophies of education psychology. At the GPCS education psychology will be brought to the frontal lobe of the staff. Through a brief professional development session, *Piaget's stages of learning* will be presented to, and discussed by the staff. This depth of focus can help middle school teachers to understand why: it may be difficult for a student to appropriately prioritize, the middle school student acts like a "know it all", middle school students are the most disrespectful, they need the most structure to succeed. Professional conversations as a learning community will educate, and prepare teachers to overcome the obstacles that are encountered by the middle school student.

The focus on academic achievement at GPCS will be evident in our celebration of student work. Staff members will be held accountable to fully inform students and parents of expectations throughout the school year. Students are unique individuals with unique learning styles and needs. Based on their level of need, every student at GPCS will have the opportunity to experience success as a learner. Positive reinforcement has been an effective method of establishing the parameters for the desired behavior. However, depending on the behavior; negative reinforcement will not be eliminated. Negative reinforcement may be executed as a result of an infraction of the Chancellor's code of conduct.

The most current high school expectations and requirements will be considered when designing the course work for students transitioning from grade 6 to 8. Study skills and research methods will be developed along the transition to foster a sense of continuing improvement as part of the educational experience. As students advance through grades 6-8 the expectations will advance, as preparation for high school will become more eminent. High school readiness will have the greatest impact on the potential 8th grade, as the opportunity to receive accelerated 9th grade regents coursework, and the opportunity to sit for the regents exam will be made available.

d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;

Assessment will be constant, constructive and ongoing. The GPCS will employ a variety of assessment tools and methods to gauge how effective are we achieving our goals. Students will be assessed by formative and summative assessments as well as informal data; data that is based on feedback in written form as well as orally during classroom discussions. Pre-assessment tools will help determine parameters about student readiness for a particular skill. Teachers will be trained to delivery inquiry based instruction, where student interest is provoked to inquire and investigate to answer the "how" from a lesson. During instruction, informal assessments such as: class-work, homework, feedback during instruction or at the lesson summary, will be considered valuable information.

The goal of instruction at The GPCS will be to increase *retention*, ensuring that the student possesses the ability to *apply* skills taught. Through effective teaching methods, the staff will convey the school-wide message: the "why" and "how" is even more important than simply having an answer. Teachers will gauge student mastery of concepts by employing a variety of questioning techniques during instruction. The McGraw Hill's ACUITY system will be implemented to provide periodic assessments as well as provide students with personal assignments based on areas of need in Math and ELA standards.

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

The education policy will derive from a fusion of the school's mission and governing state standards. Our goal will be to improve student progress exceeding benchmarks set by New York State. This will be achieved by creating the culture that GPCS teachers and administrators work together as a learning community. Research of relevant methods of strategies will be a function of each member of this "education team." All members will

be challenged to see themselves as education leaders, providing the opportunity to share and provide insight. When pedagogues are encouraged to research share, and discuss along with administration, students benefit, because the “top-down” form of leadership is eliminated. By respecting all staff members as educators, accountability will peak as research-based rationale will drive the various formats of instruction.

The education team will rely on support from all stakeholders to implement the “best practices” in education. The data specialist will facilitate the various data requests to promote data driven instruction, staff members will receive professional development on implementing the various components of the DOE’s ARIS system as each teacher team will be part of a sharing community on the system. Periodic blogging on the ARIS system will provide information about classroom success and failures, in addition; this community of electronic sharing will provide teachers a broader perspective about their students. Through our University program affiliations, the subjects of Math, Reading/Writing, Science, and Social Studies will be infused with effective, research based strategies. Classroom learning walks will provide teachers the opportunity to experience strategies and methods in various classroom settings these learning walks foster a sense of self assessment for both teachers involved. Learning walks will be followed by a share out session in flexible teacher groups or facilitated through the DOE’s ARIS blogging communities. To further extend our efforts to provide quality assessment, parents will be required to log into ARIS as well as Acuity to be in compliance with the parent contract.

In recent years, intervention services have been highly scrutinized due to lack of effectiveness. Focusing on the response to intervention, *RTI* has become a theme that represents evaluation of, and implementing the best practices for intervention services. Academic Intervention Service or *AIS* at GPCS will be programmed into the school day to ensure that 100% of the students who are scheduled to attend will receive the additional instruction when attending school. When AIS programs are scheduled outside of the school day district 29 students suffer, as the responsibility is shifted to the student to be responsible for being there. Students whose IEP’s stipulate resource room will receive full instructional support during these periods. To provide full instruction, tasks such as test-taking and homework help will not drive the instruction by SETSS providers.

To achieve this level of instruction, administration will set short and long term goals that will govern all functions of the building. Establishing clear expectations is the foundation for accountability. Every stakeholder will be held accountable for their role in the learning community. The expectations for every stakeholder will be defined by goals.

These goals will be shared with the teaching staff and presented with the rationale for why the goal was set. At preliminary planning meetings teachers will have the opportunity to provide feedback on goals set by the administration. Teachers will be required to set goals for themselves as education professionals, as well as classroom goals that will be specific to their student population. Parents will be provided with a parent goal sheet as part of the "Parent Pledge" contract enabling parents to be aware of the expectations set for them to be part of the learning community. Students will be required to set goals for themselves based on their performance outcomes. Student goals will be assessed quarterly by all stakeholders to assess the effectiveness of instruction. Assessing the administrations short term goals of driving instruction, will determine what changes if any, will be necessary in order to achieve the long term goals.

All stakeholders will be a part of the decision making at the GPCS. Subject supervisors will empower teachers to assume the role of educational leaders who have the responsibility to research and share innovative practices. Each academic department will function as a learning community, supervised by administrators that are knowledgeable in their subject area.

f. Partner with low-performing, local public schools to share best practices;

Learning communities can be formed with local principals to meet and share practices, conduct inter-school walkthroughs, and share via inter-school ARIS blogging communities. A joint project initiative can take place where a project is jig-sawed between two schools and the culminating activity is celebrated as a display at the district.

g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

"Proper preparation prevents poor performance" will be one of the mantras frequently heard at the GPCS. Prior to the opening of school, planning meetings will take place to address key dates and aspects of running the building. The "Parent pledge" will provide parent support in areas of need. Administrators and teachers will be provided with planners that will be used to log all calendar dates and time sensitive material relevant to the school. Upon opening the staff and administration will communicate constantly through administrative bulletins that will be emailed or discussed at faculty meetings. The school safety plan will be discussed and reviewed by a designated team that will

address topics such as student movement, bathroom policy, cutting, and the designated entry/exit ways for all stakeholders. In addition, a system of security regarding room and key assignments will be put into place to ensure that everyone is working in the safest environment possible. Ensuring safety is of the utmost importance to creating a successful learning environment.

The success of our school will be contingent on each of the components to be able to execute effectively. The entire staff at the Global Perspective Charter School will be informed of their roles and responsibilities during the professional development sessions allotted prior to the opening of school. The administrative team will convey the message that: teachers, parents, students, school aides, custodians, school safety officials, food service staff, and all other stakeholders are equally important and respected as such. To maintain communication, the entire staff will receive administrative bulletins via outlook or another feasible venue.

The school principal will be responsible to oversee all departments ensuring that they are carrying out their responsibilities to achieve the school's mission. A mandatory morning or evening workshop will be held for parents to meet the grade advisor, who will serve as a mediator and enforcer of the chancellor's regulations. This workshop will address the current regulations, provide parents with a copy and discuss the building policy for enforcing the regulations. The grade advisor will also establish the methods of communication that will be available for parents. The GPCS will hold an "Open School Night" event within the first of month of school to raise awareness, strengthen accountability of staff, parents and students. Opening the building to the community will establish the building as a place where positive learning experiences happen.

h. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district.

The GPCS will seek to participate in every district wide initiative. Staff members will be encouraged to attend professional development opportunities as well as district wide opportunities to celebrate student work. A teacher team will be assigned to oversee the development of district wide projects. The school's administration will ensure compliance with all district protocol to establish the credibility of the GPCS.

i. Provide access to viable education alternatives to students in regions where there -are a lack of alternatives.

Aggregate data from district 29 demonstrates a large number of sub performing students. The district average for level 4 on either the NYS Math or ELA is 2%. The

families that represent the students who attend the GPCS will have the responsibility of volunteering to ensure that there is adult presence from the community. Once programs have been established, the education staff will work with the parents and community leaders to ensure that students attend these programs to receive their academic support. According to the "parent pledge" Parents will execute one of their responsibilities as a stakeholder by assisting with adult presence.

The Global Perspective Charter School will design and implement support programs to students based on need, as assessed by qualitative as well as quantitative data. Based on the feedback from the prospective students, After-school, as well as Saturday programs will be provided to support the students learning goals. Saturday programs and after school programs as well as the exploratory subjects will infuse math and ELA standards to reinforce skills taught. Students who demonstrate potential for acceleration will also be serviced through additional support programs to challenge them above their grade levels. In addition to the traditional academic support, New Future Foundations will provide multicultural learning opportunities through programs such as *Books_n_Beatz*, a music initiative program that requires reading books as the means to experience music production & *Financial Literacy I & II*, a middle-school based economics curriculum that promotes financial literacy. To broaden the support available to all students; GPCS will implement Project P.E.A.C.E, a community based initiative that will consist of big brother/sister, volunteering, peer mediation, field trips, and mentoring.