

Hyde Leadership Charter School-Brooklyn - S374A230029
Recommended Three-year Funding Amount: \$1,329,138.00

This initiative will serve Hyde Leadership Charter School– Brooklyn, a high-need K-8 school where 85% of the student enrollment is economically disadvantaged. Hyde is an independent LEA and a single eligible applicant. Documentation confirming the status as an LEA in New York State has been appended. The Building Leaders Project will address Absolute Priorities 1, 2 and Competitive Preference Priorities 1, 2. The Project goal is to build the internal capacity necessary to improve student academic achievement – through efficiency evaluations, support systems, and a sustainable performance-based compensation system that ensures improvements in human capital management systems and increases the effectiveness of teachers and school leaders. Primary strategies align with project objectives and include: *Create and institute a performance-based compensation system with incremental increases to incentivize teachers and school leader retention. *Implement a salary structure based on effectiveness for teachers and administrators, incorporating the Framework for Teaching Evaluation Instrument. *Integrate reliable, validated teacher and principal assessment tools to inform the continuous improvement feedback loop.*Embed comprehensive instructional coaching and professional development to address challenges and weaknesses in core academic content delivery in a high-needs classroom and leverage partnerships. *Expand professional development opportunities and online credit-earning opportunities. *Enhance recruitment through outreach to ethnically diverse cultural and professional organizations, social media, website promotions, etc. Outcomes include: 1) Documentation and dissemination of a proven model that can be replicated in similar communities to improve teacher retention and achievement of high-poverty, high-need students; 2) Lower teacher turnover rates and teachers express a high level of workplace satisfaction; 3) Sustainable capacity to continue the initiative for increasing the effectiveness of teachers and school leaders; and 4) Students are prepared to pursue postsecondary education and career opportunities.