

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Gregg Korrol
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name PS 101 Verrazzano Elementary School
(As it should appear in the official records)

School Mailing Address 8696 24th Avenue
(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11214-4336

County Kings

Telephone (718) 372-0221 Fax (718) 372-1873

Web site/URL http://www.PS101k.com E-mail gkorrol@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Isabel DiMola E-mail idimola@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #21 Tel. (718) 648-0209

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Anna Lembersky
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 954 Elementary schools (includes K-8)
 - 285 Middle/Junior high schools
 - 526 High schools
 - 64 K-12 schools
- 1829 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	102	59	161
1	71	80	151
2	83	72	155
3	75	76	151
4	79	74	153
5	88	68	156
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	498	429	927

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 52.6 % Asian
 - 1.2 % Black or African American
 - 14.9 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 29.8 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2018	877
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Albanian, Arabic, Chinese, Cantonese, Dari/Farsi/Persian, Georgian, Hungarian, Italian, Korean, Mandarin, Polish, Russian, Serbo-Croatian, Slovak, Spanish, Turkish, Tadjik, Urdu, Ukrainian, Uzbek, Vietnamese

English Language Learners (ELL) in the school: 24 %
220 Total number ELL

7. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 598

8. Students receiving special education services: 23 %

214 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>22</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>83</u> Specific Learning Disability |
| <u>12</u> Emotional Disturbance | <u>76</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 15

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	66
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	29
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	25
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
 Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

PS101 ensures students meet or exceed all academic standards. We strive to help students become independent thinkers who are prepared for a continuously evolving world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

P.S. 101 is a Title I School located in the Bath Beach section of South Brooklyn, a working-class community popularized in classics such as Saturday Night Fever and Welcome Back Kotter. Our school is the heart of a diverse multicultural-multilingual community where over 25 different languages are spoken. Many students reside together with extended families and some students live in local shelters. While high income may not be present, belief in education is ingrained in many of the cultures of our families.

P.S. 101 serves children in grades kindergarten through fifth. The school currently has 940 students. English language learners account for 23% of the school's population, and 24% are students with disabilities. The average attendance rate for the school year 2019-2020 was 96%. P.S. 101 is designated as a Well-Developed school by NYC and a Rewards School by NYS.

At P.S. 101, we encourage and challenge all students to develop their full potential. We believe each child's unique needs and talents should be nurtured so that he or she will develop a life-long passion for learning and acquire the skills needed for societal membership and meaningful employment. We provide our youngsters with a wide range of learning experiences in technology and the arts to ensure students have access to what their parents may not be able to afford to provide.

Academically, we share the belief that all units of study across every discipline should share commonalities such as teacher-created curriculum maps and lessons based on the Common Core Standards in the constructivist perspective. We use the "backward by design" method along with various resources such as ReadyGEN ELA, Amplify Science, Passport Social Studies, and Envisions Math. Curriculum maps include pre- and post-tests, embedded tasks, culminating activities, and scaffolded skills and strategies. Various data sources are utilized for the deliberate grouping of students and for directed support throughout instruction. All lessons include student choice in task activities and engagement, on the spot assessment, and the use of collected data. There is differentiated instruction for students performing above level, at level, and below level to provide equal access to the curricula and to promote metacognition. Students take ownership for learning by choosing groups and tasks and by maintaining a positive learning environment. Technology is utilized as an adaptive support tool in every classroom. To ensure every student has equal access to instruction, we provide students with before-school and after-school programs. We have a pull-out enrichment program for students in grades 3-5, as well as Reading and Math intervention programs.

We educate the whole child at P.S. 101. We have created and integrated various programs that support students emotionally, physically, socially, and culturally. We have partnered with Franklin Covey Education to adapt The Leader in Me Program, which is based on the 7 Habits of Highly Effective People, a mainstay book in the business world. Through this program, we have created teams such as the student-run Little Lighthouse Team and the Lighthouse Team to conduct school-wide initiatives and to support the integration of Leader in Me ideals.

Physical fitness and mental aptitude go hand-in-hand. To support this belief, we budget for two physical education instructors, hold yoga workshops for parents and students, and partner with Marquis Studios to provide Saturday morning and school day "Dances Around the World" programs. Additionally, we have a co-ed Basketball Team and a co-ed Cheerleading Squad. Our PE department partners with local community businesses such as the Brooklyn Cyclones, Nets Basketball, CityLax and MatchPoint NYC which provide instruction in baseball, basketball, fencing, tennis, soccer, and lacrosse to our students.

Making life-long friends and learning to live in the world with others is essential for a child's well-being. Our staff and PTA members organize events such holiday dances, talent shows, drama shows, and family workshops to provide students with arenas to explore various interests.

Every classroom teacher hosts Parent Involvement Events to invite family members to our school for shared learning experiences. Family members enjoy events such as Author's Day and "Who Am I?", where students choose a biography and dress as the historical figure, sharing facts with the audience.

Each month we highlight a different culture and showcase artifacts such as clothing, books, recipes, mementos, and music from a specific background. Through this endeavor, we learn that cultures share commonalities which we then share in a multi-cultural fair.

P.S. 101 is a Model Technology School and has been featured on ABC News, in Forbes, and throughout other media. Students use technology to bridge the classroom and the world around us. Educators are proficient in the use of interactive boards, touchscreen devices such as iPads/iPods, laptops, and software programs that enhance learning to challenge our students. For example, ENL students use iPods to record themselves and self-assess their language skills. Our school has a 1:1 laptop policy where every student in grades 2-5 has his or her own device. Instruction in coding, Google Classroom, Garage Band, virtual learning, augmented reality, Lego Robotics, and 3D printing supports our technological education

Our emphasis on infusing the Arts in Education includes classes in Music (vocal, piano, guitar, and band), Drama, and Visual Arts. Together, the teachers of these disciplines create, write, and produce thematic grade level productions for the school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

We expect our students to achieve State Standards of Learning with rigorous tasks for independent practice and cooperative learning. We believe students learn best when they are provided with the opportunity to work and discuss their learning with their peers and practice their learning through various types of tiered activities and problem-based activities. We also believe that in order for 21st century learning to take place, students should have access to technology in their lessons whenever possible. In an effort to meet the needs of all of our students, we enhance the Department of Education curriculum with outside organizations such as the Orton-Gillingham group, The Writing Revolution, Special Education Team-GoldMansour and Rutherford, and the Promethean Technology group. To ensure that every student has equal access to the curriculum, every lesson and task is differentiated using a tiered complexity approach, differentiation, scaffolds, station teaching, Universal Design for Learning techniques, and technology strategies.

Assessment is regularly used to ensure student growth. Grades K-5 participate in iReady formative assessments four times per year in reading and math. iReady is an interactive online learning environment designed to assess students and provide individualized instruction based on each one's unique needs. Additionally, we administer The Writing Revolution writing assessment three times per year as growth benchmarks. We collaborate with No More Marking, which uses comparative judgement process. By using comparative judgment, we compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modeled and responses placed on a scale of relative quality.

Teachers regularly administer summative assessments for the core subjects reading, math, science, and social studies. Our administration staff, on a regular basis, reviews multiple sources of data. For example, the Advanced Literacy Team/Instructional Team will review school-wide data including state assessments, iReady benchmark assessments, and the Writing Revolution benchmark assessments.

1b. Reading/English language arts

At P.S. 101, we have an eclectic literacy program styled to meet the needs of all of our students. We use the ReadyGen program to ensure the rigor of chosen texts, with the goal of building knowledge and promoting sustained critical thinking through daily literacy lessons. All of the texts are aligned to the Common Core Standards. We revise and create additional lessons, texts, differentiated instruction, project-based learning units, and support materials to enhance our current ELA curriculum.

We collaborate with The Writing Revolution. This partnership includes continued professional training and the complete adaptation of the writing program in our school for grades K-5. The Writing Revolution is an evidence-based instructional methodology based on the Hochman Method. This system enables students to master writing skills that are essential if they are to become competent writers. In turn, those skills equip students to become better readers, to communicate more effectively in writing and speaking, and most importantly, to elevate their thinking. Through the Hochman Method, teachers and instructional leaders learn to use specific writing strategies in all subjects, including ELA, social studies, science, and math, and in every grade. The Writing Revolution team provides four professional learning development sessions each school year.

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For students with special needs, we utilize a Special Education Teacher Support Services (SETSS) model or station teaching in an Integrated Co-teaching (ICT) model. For our ELL students, we use a push-in model with ELL teachers instructing in the regular education classroom. The Orton-Gillingham methodology is used to ensure that all of our ELL students become fluent in reading. For our lowest achieving students who are not in Special Education (bottom third), targeted Reading instruction in a small group setting is utilized with our reading specialists pushing into the classrooms.

Vocabulary and comprehension skills and strategies are stressed in leveled readers. Test prep is also taught.

The Orton-Gillingham methodology serves as our phonics program and academic intervention support. It is also an essential strategy for our English as a New Language Learners. The Orton-Gillingham methodology provides students with disabilities and at-risk students with the skills they need in order to strengthen the necessary phonemic and decoding skills required to learn how to read and write. “The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move in a systematic way from simple material to material that is more complex in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.”

1c. Mathematics

We are proud that 78% of our students are on or above grade level in math. We attribute this to advanced teacher training and specialty in math instruction. We ensure to connect our math classwork to real world experiences such as participating in math-a-thons and STEM education.

This year, in an effort to align ourselves with the Next Generation Learning Standards in mathematics, we adopted the enVisions math curriculum, enVisionmath2. It is a comprehensive K-8 mathematics curriculum with superior focus, coherence, and rigor. It ensures success at every level with problem-based learning, embedded visual learning, and personalization to empower every teacher and student.

Children learn mathematical concepts and skills through additional mediums such as the iReady interactive online learning environment designed to assess students and provide individualized instruction based on each student’s unique needs.

Children learn mathematical concepts, skills, and strategies through literature, music, physical education, the use of manipulatives, and technology. The application and utilization of enVisionMath.com enables the students to practice skills aligned to the Common Core State Standards. We take additional steps by creating on-line math tutorials for parents, so they too have the skills to work with their children at home. This also familiarizes parents with the expectations of the grade levels their children are on. Students are provided with tasks that enable them to apply skills they have learned. Students realize the importance of problem solving in everyday real-world situations. With a wide variety of differentiation resources and strategies to choose from and innovative features like Adaptive Practice powered by Knewton, enVisionmath2.0, Math is relevant to all students.

1d. Science

Amplify Science is a highly engaging, phenomena-based program for grades K–8 that integrates the latest practices in science teaching and learning. It includes interactive digital tools and hands-on activities to teach students how to think, read, write, and argue like real scientists and engineers. We supplement this program with a literacy component that includes reading trade books and journal writing. We also schedule regular class trips to places such as the NY Aquarium and Brooklyn Botanical Gardens to enrich our students’ experiences in Science.

Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions.

The program includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

In every unit, students take on the role of scientists or engineers—marine biologists, geologists, water resource engineers, and more—to solve a real-world problem. These engaging roles and problems provide relevant contexts through which students investigate phenomena.

1e. Social studies/history/civic learning and engagement

Our Social Studies program includes units of study as well as a variety of documents, trade books, and primary sources as part of the classroom package to support rigorous instruction and student inquiry. We have partnered with Richard Buttel from the New York Historical Society to obtain and use multiple and various artifacts in our instruction including historical documents, photographs, paintings, colonial relics and primary sources to make social studies come alive. Our teachers have attended year-long professional development workshops with Mr. Buttel to enhance their knowledge of Social Studies and to create new units of study.

The NYCDOE K-8: Passport to Social Studies program is a comprehensive instructional resource that integrates the Common Core Learning Standards (CCLS) and the New York State K-8 Social Studies Framework to support strong social studies teaching and learning. This social studies program allows students to make sense of the world in which they live, make connections between major ideas and their own lives, and see themselves as active members of a global community. While knowledge of content is very important, we believe it is equally important to engage our students in historical thinking. Our program challenges students to think like historians and encourages them to raise questions, think critically, consider many perspectives, and gather evidence in support of their interpretations through the practice of chronological processing, decision-making, and historical research and analysis. These real-world skills will serve students well as participating citizens of a democracy.

Each unit of study is organized around and guided by essential questions. Teachers can use the units of study to plan coherent instruction that considers relevant skills, practices, and knowledge objectives.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

P.S. 101 offers a variety of supplementary coursework that supports the arts, technology growth, and character building.

We are proud to have been selected as one of six pARTnership schools across NYC with Marquis Studios, which focuses solely on bringing arts instruction to all students. Our in-house arts program includes Drama, Visual Arts, Music, and Art cycles which target a grade for 10-12 weeks in such areas as Circus Arts, Broadway Dance, Bhangra Dance, Origami, Creative Dramatics, and other specialties which allow for students to express their creativity and intelligence through different skill sets. All grades and student populations participate in the specialties we have in the school and rotate through the cyclic arts programs. We also hold weekend workshops for parents and children to do together so parents can take an active part in their children's learning. Our in-house program focuses on teaching student theatrics which culminate in performances tied to Social Studies or Science that all students participate in and showcase for both parents and other students. Our Music program involves general music instruction, as well as chorus and piano keyboard lessons. Our Visual Arts program ties itself to each grade curriculum and extends student learning by showcasing the arts connected to the country and time period students are studying.

We have a Chinese Mandarin Dual Language program where one class of 32 students spends part of their

day learning in English and the other part of their day learning language and content in Mandarin. This program was started in kindergarten four years ago and adds a grade each year. Hence, we have classes on grades K-3 and next year we begin grade 4. Students learn in various ways through literature and iPad apps to ensure Mandarin language acquisition in speaking, listening, reading, and writing.

The P.S. 101 fitness program involves regularly scheduled PE and Health sessions, as well as basketball and cheerleading teams which compete against other schools across NYC. We also have a running club (Mighty Milers), and we introduce our students to a range of sports including fencing, tennis, badminton, lacrosse, soccer, etc. to ensure students have exposure to various types of physical activity and global sports. Health classes follow the NYC scope and sequence for health and involve healthy eating choices, how your body works, and how nutrition and exercise play a part in healthy lifestyle. Students also take part in after-school yoga and hip-hop dance classes. As with the arts, parents are offered these after-school classes alongside their children.

Our technology program involves all students in grades 2-5 having their own 1:1 laptop or iPad, and students in grades kindergarten and first share devices in a 2:1 ratio. All classrooms have interactive boards and devices. Technology instruction focuses on STEM education, use of Google Classroom, and augmented reality, as well as basic computing skills and internet literacy. P.S. 101 uses a self-created Scope and Sequence for our yearly expectations based on the ITSE standards. The goal of our technology program is to ensure our students have the tools to thoroughly understand how to safely use technology through the use of projects and to ensure they have the skills to compete in the 21st century. We are also known for being a Model Technology School and have been featured on ABC News, in Forbes, in The Hechinger Report, and in other publications.

To support leadership and life skills, P.S. 101 has adopted The Leader in Me Program, which is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. It is based on the 7 Habits of Highly Effective People. Research shows that in a growing technological world, it is actually executive skills such as cognitive flexibility, time-management skills, ability to communicate clearly, and ability to work in a team that are some of the most important skills needed in the future. In other words, as jobs become automated, we will need to ensure our students have the life skills necessary to evolve with a rapidly changing world. Our focus is to teach students the life skills that the most successful people in the world use to organize their life and mind. Aside from The Leader in Me Program being present in every classroom and throughout the school, we have a specialty teacher dedicated to teaching students the skills necessary to become the leaders of their own lives. Leader in Me sub-committees include teacher groups and student led groups. These subcommittees work to support the success of the program. All students in grades K through five regularly conference with their teachers and track their own data, which is collected in data binders. Students track personal goals as well as academic goals including goals in improving reading levels, reading test scores, number of books read, and math test scores.

3. Academic Supports:

3a. Students performing below grade level

At-risk services provide small group instruction with pull-out/push-in models. Certified reading and math providers articulate with classroom staff to develop an action plan with targeted individualized instruction. Response to Intervention (RtI) practices are followed to ensure tiered supports in-class and with ancillary personnel to prepare simple to complex material in a sequential, logical manner to meet grade standards. Our RtI team meets every 6-8 weeks to review each student's progress and craft next steps to success. Through this cycle, we are able to target specific needs and help our students advance to grade level work.

A key component of our at-risk support is the Orton-Gillingham program, which is a multi-sensory approach developed in the 1930s to help students with reading difficulties, such as dyslexia, by routinizing rules of the English language. Orton-Gillingham instruction is a key program in all P.S. 101 early childhood, ESL, dual language and special education classrooms, and we have a certified Orton-Gillingham specialist on staff. The Orton-Gillingham program focuses on developing phonemic awareness, decoding, reading and spelling

skills with systematic drills and structure that emphasis visual, auditory and kinesthetic learning styles. There is additional small-group Orton-Gillingham instruction which targets small groups of at-risk students and is led by a certified Orton-Gillingham teaching specialist.

3b. Students performing above grade level

Our enrichment reading program includes differentiated instruction to provide extended learning opportunities and challenge students who have already mastered the basic curriculum and are exceeding grade standards. This pull-out program adds greater depth and complexity to a higher-achieving student's education. Enrichment helps students to pursue learning in their own areas of interest and through their own strengths to incorporate problem-solving and inquiry-based activities, facilitate student-led questioning and discussions, and provide choices to support accelerated academic needs across the curriculum with high-level thinking skills applied.

3c. Special education

Special Education at P.S. 101 includes programs (Integrated Co-Teaching/Self-Contained/SETSS), related services, and specially designed instruction to meet the individual needs of a student with a disability. Students with disabilities have Individualized Education Plans to target needs and abilities with specific goal setting. Placement and services include the least restrictive environment appropriate to meet each child's needs and ensure students are in a classroom with peers without disabilities for as much of the school day as possible. Teachers treat each child's Individualized Education Plan as a living, breathing document, constantly monitoring the effectiveness of the recommended programs and services all while consistently documenting student progress towards reaching their annual goals. P.S. 101 has a school-wide team which overviews the entire Special Education process from initial review to necessary adjustments in programming during the lifespan of the child's IEP.

3d. ELLs, if a special program or intervention is offered

English Language Learner programs include self-contained and push-in/pull-out models of instruction to enhance lessons with supports. Language objectives focus on vocabulary and comprehension with differentiation and scaffolding supports in the classroom to develop listening, speaking, reading and writing modalities of literacy. Students engage in discipline-specific practices designed to build conceptual understanding and language while embracing multi-cultural experiences. ESL teachers pre-teach, use repetition, visuals, small-group instruction, word work, high utility vocabulary focus, classroom-teacher collaboration, cultural prior knowledge and content-related supports. Our newest ELLs are provided additional support in morning programs in a self-contained model to specifically target the development of their productive language modalities in a safe and intimate environment that is sensitive to their individual situations. Intermediate and advanced learners are supported directly in the classroom. Language-centered lessons in a workshop model provide students with targeted support using advanced literacy strategies that develop self-sufficiency as students interact with a range of texts across content areas.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

(Dual Language: Mandarin) Dual language is an enrichment model since it is pushing students to learn beyond the curriculum. In this program, fifty percent of the class's roster includes non-Chinese speaking students interested in learning the Mandarin language. The remaining fifty percent includes native Chinese-speaking students who are fluent in Mandarin. Mandarin-direct instruction of the class includes modern Chinese language content with concentration in authentic literature, phonology, grammar, characters/strokes (words, phrases) as well as syntax and styles. Students develop a foundation for a systematic understanding of the Mandarin language with biliteracy and bilingual teaching strategies. Models of instruction are executed as a 50/50, or roller-coaster, alternating language design with a half-day schedule of direct instruction in Mandarin and a half-day schedule of instruction in English. The translation of lessons is limited and challenges students to move beyond leaning in their native home language as a crutch. Chinese cultural experiences such as Chinese calligraphy, dance, poetry, pun-sai gardening are also part of the syllabus to help students absorb Mandarin since language learning is empirical.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

P.S. 101 has adapted The Leader in Me Program to create and support a nurturing environment for students that focuses on student leadership. The Leader in Me Program is an evidence-based, comprehensive-school improvement model that empowers students with the leadership and life skills they need to thrive in the 21st century. The Leader in Me Program is weaved into every aspect of the school day. It's not a curriculum or an instructional method, but rather a school culture model in which students learn Stephen Covey's ideas from *The 7 Habits of Highly Effective People*, encouraging students to take leadership roles whenever possible. As a result of leadership mindset and practices, students set and track personal goals, lead many of our assemblies, do the morning announcements, give new student tours, support other students through a big brother/sister program, and generally take on many of the responsibilities that were once performed by teachers and administrators. By giving students common language to use and weaving these habits into lessons throughout the day, students learn to become leaders of their own lives.

To sustain this program, there is a core group of teachers who organize and implement the program, as well as sub-groups that focus on academic achievement, school beautification, creating fun activities, and more. There is also a student team called the Little Lighthouse Team. Students on the Little Lighthouse Team coordinate and lead assemblies, organize and implement student celebrations, organize and implement fundraisers for charities (this group has already raised thousands of dollars for cancer research), and more. Additionally, on a monthly basis, every class chooses a Leader of the Month for their classroom and the school has a celebration breakfast for our student leaders and their parents.

To further support the program and school culture, we have a Viking's Pride program (the Viking is our school mascot) which gives out tickets for students "caught" doing a good deed such as helping a friend or staff member. Each month, prizes are awarded to individual students and classes that have collected the most tickets to highlight the importance of individual good deeds and group effort.

2. Engaging Families and Community:

P.S. 101 engages our students' families through constant communication and workshops that focus on everything from academics to personal health care. Teachers use a texting program called Remind to inform parents daily on individual student achievements or concerns, as well as classroom events and homework. Our school website and social media accounts (Instagram, Twitter, and YouTube) keep parents informed through daily letters and notices that are automatically translated into a student's home language, as well as provide pictures and videos so parents can see what is happening inside the school. Our Teacher Tube account provides videos of school celebrations, as well as tutorials in math to help parents help their children. Our principal holds meetings every other week with parents that are grade specific (ex: only kindergarten parents) and discusses both academic concerns and parenting skills. Each meeting gives parents direct access to school leadership to learn about what they can do both in and out of the school to support their child's academic and social growth. Our teachers offer workshops for parents on Tuesday afternoons that range from physical fitness and yoga to homework help and studying skills. Our parent coordinator hosts meetings that bring in businesses and organizations from the community to help parents with life skills including savings plans, better health workshops, cooking classes, etc.

P.S. 101 also partners with community organizations to provide after school programs in the form of academic support for all students, sporting opportunities, cultural awareness through the arts such as dance, painting, theater, puppetry, and more, individual empowerment and self-respect, and anti-bullying. We also have a School Leadership Team which is comprised of parents, teachers, and administration that meets monthly and focuses on school-wide goals and utilization of school budget to support those goals. All of our constant outreach and communication has led to an average trust rating of 97% in the principal, teachers, and school-community ties, as per the NYCDOE school survey.

3. Creating Professional Culture:

At P.S. 101, teacher input is both valued and supported in our partnership towards achieving our school-wide vision and mission. We intrinsically understand that fostering an environment where an individual's talents and contributions are valued will support a shared belief and build connections among our school community. The administration encourages staff celebrations, both socially and professionally, to facilitate trusting bonds between staff members. Staff members regularly organize and participate in events such as School Spirit Days, Teacher After-School Sports Club, Teacher-Student Talent Shows, Remote Masked Singer Show, fundraising activities, contests, and the Seniors vs. Staff Basketball Game. Professionally, new staff members are supported by multiple Newcomer Workshops run by Principal Korrol which begin the summer prior to employment and continue through the Tenure acquisition year, and each new teacher is assigned a mentor and grade leader. Teacher input is encouraged and assessed through multiple teams such as The Advanced Literacy Team, Attendance Team, Professional Learning Team, Principal Salons, Equity Teams, and Office Team to ensure that all voices are heard and common interests are shared. We believe that our school community is strengthened by the extensive interactions of our staff members and our shared belief in what it takes for our school to succeed. Celebrations such as achieving Highly Developed on our Quality Review help to bolster our shared belief.

Professional learning is an integral part of P.S. 101's success. P.S. 101 is extremely proud of the resource library created by staff members that is shared in our Google Drive. All resources and materials across all content areas including professional learning opportunities, lesson plans, Google Slides, videos, PowerPoint Presentations, and assessments are stored and shared for all staff members to access and use. This shared library helps to develop leadership, professionalism, and synergy among the teaching staff. Sharing resources helps to contribute to a shared expectation of how we believe students learn best including the use of differentiation, technology, grouping, discussion, and rigor aligned to the Danielson Framework.

Strategic learning opportunities support teacher growth and student advancement toward our short- and long-term goals. Funding is allocated to ensure teacher training in the sustainability of ongoing school-wide programs such as The Leader in Me Program, The Writing Revolution, Orton-Gillingham program, and Google Classroom/Technology. These programs are part of the foundation of P.S. 101's core instruction, and school resources are dedicated to the advancement of these programs. In addition to administrative decisions on professional learning, our Professional Learning Team utilizes the school survey on professional learning to craft a yearlong professional learning calendar reflecting teacher/staff interests and essential learning. Additionally, grade band teacher teams meet weekly and discuss best practices with colleagues.

P.S. 101 is a model school for inter-visitations and demonstrations in the Orton-Gillingham program, technology, and The Writing Revolution. We believe in sharing our strengths and learning with other city schools.

4. School Leadership:

It is our philosophy that all students can learn and thrive. It is the responsibility of all stakeholders to do their share to develop and encourage the best in our students academically and as leaders. It is the job of our school to prepare our students for an unknown future. Technology is growing at a rapid pace and will automate many systems and jobs. It is our collective responsibility to teach students to become leaders who not only think outside the box but understand there is no box. This mentality gives our staff and students the freedom to develop the skills of leadership, responsibility, problem-solving, ingenuity, and collaboration in refining instruction and implementing new and creative ideas.

We organize our school community teams to represent all constituency groups, create shared responsibility, and collaborate on ensuring that our students thrive. At the administration level, our team consisting of the principal and assistant principals meet daily to set short-term goals needed to reach our overarching educational plan and meet the needs of the day.

Teacher teams meet weekly with the assistant principals to review data, identify areas in need of growth, and

strategize to improve what isn't working. Every grade band has a grade leader to facilitate grade-level goals and support new teachers. Every grade leader, the ESL director, and the literacy coach meet with administration weekly to review the feedback from each grade meeting and align school-wide strategies to meet our long-term school goals. We ensure successional instruction and growth from each grade to the next through the contributions of this team. A School Leadership Team comprised of teachers, parents, and administration meets to review data based on set benchmarks for the year, discuss annual school budget, and ensure we are on track to meet the goals of our Comprehensive Educational Plan. Administrative teams meet three times a week to collect information and ensure strategic planning to drive our school to progress forward.

We organize and encourage leadership in student groups with teams such as our student-led Little-Lighthouse Team. Students provide insight and feedback as well as share in decision making on school culture and academics. The Team discusses current student issues like school improvement, fundraising to promote accountability and social awareness, and student concerns. The feedback from this team is then shared with the teacher team, The Lighthouse Team, which will then make school-wide decisions accordingly.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While P.S. 101 focuses on academics and assessment, the one strategy that is most impactful to P.S. 101's success is our focus on the social-emotional well-being of our entire school community.

As per the principal, learning cannot take place unless a teacher is utilizing his or her best possible mindset to ensure continued growth and commitment, a child feels she/he is in a safe space to learn, and parents can whole-heartedly trust the school to make excellent decisions about their children.

At P.S. 101, we focus on the well-being of our teachers and ensure we provide assistance in their personal and professional lives. If a teacher is not showing up as his/her best possible self in front of the classroom, then the education delivered will be filtered through a mediocre lens. The administration of P.S. 101 makes themselves available throughout the day for teachers to meet with to discuss personal and professional issues. By creating a space where teachers can talk about personal issues, we build trust and our staff feels supported by the administration, regardless of what life challenges they have. This has led to a consistent 97%+ trust rating over the past several years on the NYC School Survey. By ensuring we gain staff trust on a personal level, staff members are more open and willing to take feedback and guidance on a professional level. This combination allows for more risk-taking during class lessons to try out new methodologies that deliver high quality instruction. It also allows for acceptance of feedback in a manner that drives their willingness to implement and try new approaches.

We also work closely with our students and their families so they can place full trust in the education and setting we are providing. We begin this endeavor before students enter P.S. 101 through "meet and greets" with future students and families, as well as through continued ongoing discussions and celebrations. The principal meets with grade specific parent groups bi-weekly to listen to parent concerns and give guidance on education and parenting. The assistant principals meet with students one-on-one and in small groups to get feedback on how school is going at the individual level and with various group dynamics. Student and parent ideas are integrated into what we term the "#PS101experience." Celebrations of student success include a breakfast for Leaders of the Month (students with their parents), assemblies recognizing academic excellence, student performances that highlight the importance of working together, celebrating our differences, and supporting one another on our educational journey.