

U.S. Department of Education
2016 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 Ms. Patricia Costa

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

Official School Name P.S. 242 Leonard P. Stavisky Early Childhood School

(As it should appear in the official records)

School Mailing Address 29-66 137th Street

(If address is P.O. Box, also include street address.)

City Flushing State NY Zip Code+4 (9 digits total) 11354-2044

County Queens

Telephone (718) 445-2902 Fax _____

Web site/URL http://schools.nyc.gov/SchoolPortals/25/Q242/ E-mail pcosta@schools.nyc.gov

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Mrs. Danielle DiMango E-mail DDiMang@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community School District 25 Tel. (718) 281-7605

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 N/A Not Applicable
(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. 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.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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 (2015-2016) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 938 Elementary schools (includes K-8)
 - 305 Middle/Junior high schools
 - 438 High schools
 - 71 K-12 schools

1752 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	24	36
K	44	50	94
1	48	49	97
2	39	44	83
3	37	34	71
4	0	0	0
5	0	0	0
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	180	201	381

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 74 % Asian
 - 3 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5 % White
 - 2 % 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 2014 – 2015 school year: 1%

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, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2014	406
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 28 %
106 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese-any, Cantonese, Korean, Mandarin, Pilipino (a.k.a Tagalog), Punjabi, Russian, Spanish, Telugu, Uzbek

7. Students eligible for free/reduced-priced meals: 73 %
Total number students who qualify: 275

8. Students receiving special education services: 15 %
56 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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>39</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>3</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 19:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
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 2015.

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 X

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.

P.S. 242, The Leonard P. Stavisky Early Childhood School, is dedicated to providing a nurturing environment in which every child can succeed at high levels and develop confidence and a positive self-image. All staff, parents and students work together through a balanced literacy program and standards-based instruction to maximize student learning and well being. Our vision is that parents, teachers, administrators, staff, and community members will use their skills and resources to cultivate a vibrant community of lifelong learners.

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

As we are not a zoned school our students are admitted to our school based on a lottery conducted by the NYCDOE office of enrollment. Parents who indicate our school as a choice on the common citywide kindergarten application are entered into the lottery. The lottery is conducted based on the ranking of the choice. Students within our district are given priority, followed by students in the borough, then the city. Priority is given to siblings of students already registered in the school.

PART III – SUMMARY

P.S. 242 is a unique and inviting early childhood school where diversity is celebrated and students excel. Our hard working staff is dedicated to providing a safe, nurturing, and intellectually stimulating environment where every child, including English Language Learners, and students with disabilities, will achieve high academic standards while developing a positive self image. Administration and teachers work together, and with parents, to implement highly effective, standards-based, balanced literacy, math, science, social studies, arts, and physical education instructional programs that maximize student engagement and learning. Our shared vision is to continuously grow together as a vibrant community of learners focused on student achievement. Our mission is to ensure that every child and adult in our community has the opportunity, and resources, to do their best and to achieve high levels of personal and professional success.

Our school is located in the Linden Hill section of Flushing, and serves a population of 400 students in pre-kindergarten through grade three. The school was built in 2000 after the community identified a need for an early childhood school that was dedicated to keeping class sizes down. Our school was named the Leonard P. Stavisky school in 2003 after late senator Leonard P. Stavisky. Senator Stavisky was a long time Flushing resident and an advocate for education. He co-authored a law which mandated that New York City could not significantly cut education in times of monetary tightening. Stavisky was instrumental in sponsoring bills which established bi-lingual and school breakfast programs. This has a lot of meaning to this community because of the diversity of the students served.

The school population draws from the entirety of District 25, and the families we serve represent many cultures and languages, predominantly Asian and Hispanic, many of whom are recent immigrants. Our community is international, with almost 70% of our students coming from homes where English is spoken as a second language. Almost one half of our incoming students receive extra support for learning English. Adding to our diversity, 17% of our students have Individualized Education Plans, and receive related service support during the school day. One class on every grade is an Integrated Co-Teaching class, serving students with disabilities together with general education students in an integrated setting. Our commitment to differentiated instruction supports students of all ability levels in every classroom. Intervention experts provide academic support and/or enrichment during the school-day and after-school programs to meet the individual needs of every student. This ensures that each student has the opportunity to achieve their personal best.

Our engaging arts and writing curriculum supports student creativity and personal expression. We collaborate with Young Audiences of New York and Studio in a School to provide a rich arts curriculum where music, dance, and visual artists work with students and teachers in ongoing classroom based residency programs. Monthly performances add richness and diversity to the curriculum. Our collaboration with Columbia University's Teachers College Reading and Writing Project has created a strong reading and writing curriculum, supported by expert on and off-site professional development for all teachers. All our teachers are continually learning and collaborating to provide the richest educational experience for all students; they are highly qualified, licensed, certified, have more than five years of teaching experience, and hold a Master's Degree or higher. Our commitment as a community of educators is to support all students and adults in developing the skills to think critically, to communicate effectively, and to become active, thoughtful, and successful citizens of the world.

High expectations for learning and teaching, based on a deep understanding of human development and pedagogy, flows from the administration to the teachers, students, and parents. Rigor is systemic and drives powerful instruction, team-work, creativity, and flexibility to help students make small gains each day and great gains across each academic year. Our commitment to rigor demands that teachers and administrators know their students well, understand the curriculum and the standards deeply, and implement highly effective instructional practices that consistently challenge students to engage in cognitively demanding learning tasks and activities. Our young students are supported to set learning goals for themselves and to meet those goals, becoming creative problem solvers and critical thinkers.

One of our goals as a school community is to work together to ensure positive social-emotional, artistic, and motor development. Administration, our guidance counselor, and teachers are always available to families to ensure students' needs are being met, and behavior or emotional issues are addressed early and effectively to support students. They are encouraged to develop the ability to control their own behavior, and experience success. Our Book of the Month initiative allows us to focus as a community on developing strength of character and the ability to make positive personal choices. It is our goal that all students leave our school with strong social skills and the disposition for life-long learning. We know this kind of progress is difficult to measure, but is perhaps the most important progress children need to make in the primary grades.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our commitment to rigor ensures that teachers and administrators know their students well, understand the curriculum and the standards deeply, and implement highly effective instructional practices that consistently challenge students to engage in cognitively demanding learning tasks and activities to support higher order thinking skills. Our young students are supported to set learning goals for themselves and to meet those goals and thus develop confidence and independence. Students become creative problem solvers and critical thinkers, develop opinions based on what they read and learn, and defend those opinions orally and in writing, as well as through the arts, using evidence from a wide array of media.

To address our school's Instructional Focus on Oral Language Development and the Common Core State Standards (CCSS), classroom teachers have been working together in grade level teams and cross-grade teams to study the CCSS and incorporate the instructional shifts. To ensure coherence, core team teachers have developed a system to create and share plans and resources online to assist them in implementing highly effective instruction aligned with the CCSS, and including strategies for differentiation.

Since our school is an early childhood school, and has a high population of English Language Learners, we collaboratively chose the following programs to ensure that the students academic and social emotional needs would be met in developmentally appropriate ways.

Core Subjects:

Literacy Instruction: Teachers College Reading and Writing Project (TCRWP) Workshop Model

This program helps students acquire the foundation skills through the balanced literacy approach in which students have a strong model of the learning standards and have ample opportunity to practice skills daily in small groups, in partnerships and independently. Through this approach the classroom becomes a "workshop" where students are consistently engaged in meeting the demands of the CCSS. TCRWP provides the support of on-site classroom based, and off-site Professional Development (PD) for all teachers and administrators with focused teacher leader support for ELA grade leaders. This PD helps ensure that our staff is up to date with all of the latest thinking and trends surrounding the CCSS, Instructional Shifts, and The Framework for Great Schools.

Mathematics Instruction: Investigations Mathematics Workshop Model K-3

This program helps students acquire foundational skills through the use of the workshop model and a hands on constructivist learning approach. This program allows students to engage in problem solving and critical thinking through interactive games utilizing a variety of manipulatives to engage all learners. Students engage in activities that are tailored to their learning needs as determined by pre-assessments, mid-unit formative assessments, and end of unit summative assessments. Small groups allow for students to access the same learning standards, while working at their own zone of proximal development. Since the Investigations program has ample activities, differentiating instruction has become an embedded practice in our school.

Word Study/Phonics Instruction: "Foundations" Phonics program in Kindergarten and "Words Their Way" in Grades 1-3. Our school has decided to adopt two different word study programs in an effort to meet the needs of our diverse population. In Kindergarten, "Foundations" offers a hands on approach where the students get repeated practice of letters, sounds and blending sounds to make words; sight word practice, and a basic understanding between letters, words and sentences. Since this program utilizes a variety of materials, the learning styles of all students, especially English Language Learners and students with disabilities, are addressed. The "Words Their Way" Program is utilized in grades 1-3 using a very differentiated instructional approach. Students are assessed, and once their current spelling stage is established, they work in groups towards targeted learning goals. This ensures that each student's individual needs are met and learning is accelerated for all students.

Social Studies Instruction:

We utilize the Houghton Mifflin Social Studies program (K-3) with a focus on academic language, ensuring that the curriculum is aligned with the latest NYC Scope and Sequence. We supplement the program with rich trade books and CCSS supported reading and writing activities to ensure students at all academic levels are learning the same content through differentiated tasks.

Science Instruction:

We utilize the FOSS Science Curriculum (K-3), with Network Specialist support and off-site central PD for our science cluster teacher. This program utilizes a hands-on approach centered around experimentation and the steps of the scientific method. Similar to Social Studies instruction, in an effort to ensure all student needs are being met, we supplement the FOSS program with rich trade books and CCSS supported reading and writing activities. This emphasis on trade books and online resources ensures that our students are engaged with grade level non fiction text everyday as part of their Reading, Writing, and Content Area instruction.

Pre-Kindergarten Program:

Our Pre-K program addresses the needs of the whole child, while providing high-quality programming that adheres to rigorous standards for instruction, assessment, and family engagement. The program follows the New York State Prekindergarten Foundation for the Common Core (PKFCC); these standards cover five domains of development which are: approaches to learning, physical development and health, social and emotional development, communication, language and literacy, and cognition and knowledge of the world. The teachers address these standards by teaching curriculum through inquiry-based projects or themes oriented around social studies, science, and arts related topics. Curriculum content is also based on observing children's interests and shared experiences. The math and literacy standards are aligned to K-12 Common Core standards, and standards in the other domains ensure that pre-K programs address the needs of the whole child and provide a solid foundation for grades K-3 and beyond.

2. Other Curriculum Areas:

Our school values the importance of enriching the Core Curriculum through Arts, Music, Physical Education, and Technology programs. All students receive instruction in each of these areas to ensure they are learning through a multi-sensory approach that meets the needs of all students including our high population of English Language Learners and Students with Disabilities. The following programs have been adopted by our school to best meet these needs:

Physical Education/Movement: Our Physical Education (PE) program focuses on the importance of exercise, movement, and good health. We give the students the knowledge and skills they need to build this healthy lifestyle. The activities in the program are designed to promote physical fitness and develop motor skills. The children also gain an understanding of the rules, concepts and strategies needed for working as a team as well as individually to be successful. Students in grades K-2 participate in this program twice a week in 45 minute intervals. Grade 3 students participate in this program once a week for 45 minutes. For third grade students, this program is enhanced by our collaboration with the Korea Taekwondo program. All third grade students participate once a week for 45 minutes to learn the foundational skills, movements, and mental education necessary to move up to different Taekwondo belt levels. In addition to our main Physical Education Program, each classroom participates in physical education in their classroom through "Move To Improve", and "Adventure to Fitness" to meet the mandated minutes of physical education, as per the NYC policy. Adaptive Physical Education is also provided for students who require support in physical education.

Music and Arts: Our music and visual art curriculum is aligned to the Blueprint for the Arts, supported by our collaboration with Young Audiences of New York and Studio in a School. Various artists take residency within the school and work with each grade for a specific unit of study. Students in grades K-3 work once a week for 12 weeks with an Arts Instructor to learn foundational skills in music, theater, and dance. Their effort and practice culminates to a grade level production that is viewed by parents and all students. In addition, students in grades K-3 work with an artist from Studio in a School once a week for 45 minutes in two 6 week intervals. During this time, students learn through creating, discussing, and experimenting with

different art mediums that are connected to their current academic units of study. After the conclusion of the residency, students display their artwork and parents are invited to celebrate their success. We also bring bi-monthly educational musical and dance performances to our school each exemplifying one of the many cultures represented in our community and/or aligned with our social studies curriculum. Parents are invited to these performances as well as to the many cultural trips our classes take to local music and theater productions.

Technology: Our Technology Program is aligned with International Society for Technology in Education Standards (ISTE). Students in grades PK-3 work with a technology teacher once a week for 45 minutes. During this time, each student works on their own laptop to learn various programs and keyboarding skills. Often, student activities are connected to the current units of study they are learning in their classrooms. In addition to this weekly program, each classroom is equipped with 2 desktop computers, a SMARTboard, a document camera, and an I-Pad to ensure students are able to access the curriculum through multiple modes of technology. We also utilize the "i-Ready" online computer adapted learning program to support grade three students in ELA and Math; and for beginner English Language Learners, the "Imagine Learning" online program is used to accelerate language acquisition. We utilize Technology as a tool and extend student learning on a daily basis. Students are being introduced to Computer Science and we are currently teaching coding by using code.org.

3. Instructional Methods and Interventions:

We implement the workshop model of instruction across all curriculum areas ensuring that each teacher provides highly effective and differentiated instruction that is engaging, developmentally appropriate, and fun! Students receive whole class and small group instruction in mini lessons followed or preceded by scaffolded support to work independently, in strategic partnerships, and in small groups as they learn and practice skills and strategies in support of critical thinking, problem solving, and oral and written expression. We invest deeply in the Collaborative Teaching model in Integrated Team Teaching classrooms and in our English as a New Language (ENL) program effectively lowering student teacher ratio and maximizing instruction. Our teachers work and learn together publicly sharing and modeling inquiry based teaching and learning. We believe in a constructivist and hands-on approach to learning endeavoring to create risk free learning environments where students, and adults, have many opportunities to explore what interests them, to make discoveries, build knowledge, and build a life-long love for learning.

Academic Intervention Services:

Our Academic Intervention Services (AIS)/ Special Education Teacher Support Services (SETSS) program is aligned with the standards. It is organized according to the Response to Intervention (RTI) structure which services Tier I, II and III. Students are serviced 3-5 times weekly, depending on the Tier of support they require. Description of the Tiers is as follows:

Tier I: General Education - Whole class instruction/Small Group/Partnerships; Balanced Literacy Approach using Teachers College Reading and Writing Project workshop model for reading and writing; TCRWP Pre & Post Assessments.

Tier II: Academic Intervention Services provided in and out of classroom, 3-5 students, 30 minutes, 3-5 times per week.

Tier III: Academic Intervention Services provided out of the classroom exclusively, 1- 2 students, 30 minutes, daily lessons.

Universal screening for students is provided through TCRWP and NYC Performance Assessments (K-3) in conjunction with State Assessments (grade 3). For ongoing progress monitoring, the school uses Running Records, Unit Assessments (Foundations,) Fountas & Pinnell Assessments, On-Demand Writing, Teacher Observations, and Conference Notes, at least four times a year. Our commitment to high quality reading instruction and intervention is exemplified by our deep investment in the "Reading Recovery" program and training as a proven scientifically research based intervention. Four of our teachers are fully trained Reading Recovery Teachers who cycle in and out of the grade one classrooms. This year two of the teachers provide individual and small group intervention while two are classroom teachers. In this way we ensure that all students leave grade one reading on grade level. In addition, our SETSS and AIS teachers have participated

in multi day training in the "Wilson" and "Foundations" and "LLI" intervention programs for K through grade three students. Through regularly scheduled meetings with RTI team members and communication with classroom teachers and parents, our goal is to accelerate learning so that all students at risk gain the skills and confidence to meet and exceed grade level standards.

Intervention programs include the following:

Fountas & Pinnell Leveled Literacy Intervention (LLI)

Reading Recovery

Foundations

Guided Reading

English as a New Language Program (ENL)

Our ENL program has been recognized by the Office of English Language Learners and the Council of Greater NY as a school with exemplary ENL practices. Our push-in/pull-out model is focused on the development of speaking, listening, reading, and writing with an emphasis on academic language and strategies for understanding complex text. Rigorous formative and summative assessment practices are in place to monitor adequate progress of all of our ELLs across the grades. Our school evaluates the success of our programs for English Language Learners (ELLs) by compiling multiple forms of data and noting patterns and trends. This school-wide endeavor begins with NYSITELL and NYSESLAT each Spring and the TCRWP Assessments and Oral language checklists in September and across the year. Our commitment to the progress of ELLs is exemplified by our deep investment in ESL teachers and in ongoing professional learning in ESL practices for all our teachers. We have four full time ESL teachers working collaboratively with classroom teachers for eight periods per week in every classroom to provide coherent and high quality instruction and intervention as per the State mandates. In addition several of our classroom teachers are also ESL certified and as a staff we are focused on building oral language and discussion. We are dedicated to providing every ELL with a standards-based, multi-cultural, academically rigorous program that is aligned to the core curriculum. All community stakeholders, administrators, teachers, and parents and members of our extended school community work together to implement these goals.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

As an early childhood school we are constantly working to develop better ways to monitor student progress that are authentic, developmentally appropriate, and support us in understanding and meeting student needs. Teachers use data in systematic ways daily in the classroom to design and modify instruction, pair students and/or gather small groups for instruction, and determine next steps for students with varied learning needs and styles. This is accomplished for ELA using TCRWP Assessment protocols including taking running records, spelling inventories, letter and sound identification and sight word assessments; and scoring writing pieces using a writing continuum. This data are recorded in TCPro online system which allows us to look at student performance and progress by class, grade and school. In addition to running record assessments, teachers take conference notes, use checklists, and rubrics as they observe students working, and as they analyze student work products across the curriculum. For example, in writing teachers administer pre- and post-unit on-demand writing tasks and analyze the student writing using the Qualities of Good Writing as the criteria.

Similarly, Pre-and post-unit assessments and work products in math, science, social studies, and technology are administered and analyzed by teacher teams using agreed upon criteria charts or rubrics aligned with the CCSS expectations. The totality of these assessments are used to assign student report card grades indicating if students are at risk (1), approaching (2), meeting (3) or exceeding (4) grade level standards in each curricular area. Student grades are monitored to assess school wide progress, evaluate programs and instructional practices and materials, and determine next steps for grades, classes, and sub groups including English Language Learners and our Students with Disabilities.

Teachers also collect data for ELA and Math systematically for their class and for each student in individual student progress binders that follow students across the grades. The process for establishing this binder system, spearheaded by our Core Team, has led to a deeper understanding and a more cohesive use of data to support individual student progress.

Using the data from these assessments has helped teachers tailor instruction for different levels of students in their individual classrooms. Students understanding of content help teachers place them in groups where the tasks they are asked to complete match their ability. This includes students that are working at higher levels. We have many high performing students at our school, and to enrich their learning experiences teachers provide tasks and materials that challenge their critical thinking and problem solving skills. These tasks push students to think beyond grade level expectations.

Parents are informed of student progress through varied assessment results, teacher feedback on student work products, and report cards. In addition, parents are invited to meet with teachers during Parent Engagement time on Tuesday afternoons, or anytime that is convenient for both parties to discuss their individual child's academic and social-emotional growth.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As an early childhood school, the administrators and staff have developed an engaging learning community. With a diverse community of learners, administrators, classroom teachers and service providers collaborate to meet the instructional needs of all the students in our school. Teachers and administrators work together to get to know all of the students' strengths and weaknesses. Grade level and cross-grade teacher teams work together to analyze student work that will help to design differentiated instructional activities that allow all learners an opportunity to gain an understanding of content and CCSS in each subject area. These activities meet the children at their level, and build upon their level of understanding in all subject areas. All instruction is designed to help encourage students to think critically and solve problems. Students are encouraged to discuss their thinking, using details and text evidence to support and elaborate their thoughts. Self-assessment is also encouraged on all grade levels. Students work with their teachers to create their own learning goals based upon their individual needs. Teachers and administrators work together to set high expectations for their students and each other.

We are fortunate to be a highly multicultural school community where almost all of our families and students speak English as a second language. Our strong team of ESL teachers work together to support our students and families. We are committed to providing this support within the classroom where ESL, AIS, and classroom teachers work collaboratively to support all students to succeed at high levels in the least restrictive environment. In addition, we provide small group instruction to all ELLs afterschool using our Title three funding.

Our school is dedicated to providing our students with positive social-emotional, artistic, and motor development through our physical education, creative movement classes and active play opportunities; our musical theater and visual arts partnerships, and by providing Taekwondo classes during the school day and as an after school program. The Taekwondo program promotes physical fitness, as well as respect and tolerance for all. The instructors work with the students on activities that promote strength, self-control and respect for teachers and classmates. These foundations are transferred into the classroom and promote an environment where all children are heard and accepted. Students across all grade levels also work in cycles of visual arts and musical theater with artists in residence. These cycles allow students to think critically and express their ideas in a variety of ways, as well as promote self-esteem arts appreciation.

Administration, our guidance counselor, and teachers work closely with parents and students to ensure that our students' needs are being met and behavior or emotional issues are addressed. Our staff believes that early and effective support allows students to develop the ability to control their own behavior, which leads to success. Social and emotional issues are discussed and effective strategies for self regulation are taught in the classroom through the use of our Book of the Month program implemented by our guidance counselor. These books are chosen to address socio-emotional issues that are common among early childhood learners. Class discussions and activities focus on developing strength of character and the ability to make positive personal choices. It is our goal that all students leave our school with strong social skills and the disposition for lifelong learning.

Administration works closely with all members of the staff to ensure that each teacher continues to grow and develop. Administrators meet with each member of the staff to develop teaching goals for each school year. During our initial conferences held at the beginning of every school year, administrators and teachers sit together to discuss professional goals for the upcoming year and develop a plan to ensure that the teacher receives the professional development that will help them to reach their goal, as well as a timeline that will allow the teacher to show that progress toward the goal is being made.

2. Engaging Families and Community:

We are committed to being an "Open School" where parents are always welcome. All parents are assured that they may visit their child's class at any time. This practice has been an extraordinary support for

developing a positive home-school connection and creating strong partnerships between parents, teachers, and administration and meeting student needs. We conduct a variety of frequent parent workshops and family events. Every month our school holds Parents as Learning Partners Fridays, where parents are invited to participate in a classroom lesson and then attend a parent workshop. Each month we focus on a different curriculum area. Cross-grade teacher teams work together to create a presentation that shares the goals and strategies of their content area. These parent workshops are well attended and provide us with the opportunity to share our vision and expectations, information about the new CCSS and the DOE Citywide Expectations and Performance Tasks, and provide support to parents to help their children learn at home. Translators are provided at all parent events and all invitations, flyers, and parent letters are translated into the diverse languages spoken by our families. Parents are invited to join the students at monthly music and dance performances. The performances represent a variety of cultures that reflect our student population. We have an active PTA that host monthly parent events, meetings and celebrations. These events include curriculum nights, and our most popular, International night, where students, parents and teachers share food, music and dance from their own cultures.

Young Audiences of New York and Studio in a School are community arts organizations that provide our school with visual and performing artists. Teachers work with these artists to create a program that enhances the academic curriculum being taught across the grades. Our work with each artist culminates with student performances or art exhibits. Parents are invited to participate in these events. Our work with these organizations also provide our students with trips to museums and theaters, as well as evening family events in musical theater, dance, and art conducted by our Artists in Residence. Cultural After School Adventures (CASA) is another program that provides art instruction through an administrative grant. Our second grade students participate in this after school art class developing their creativity in a variety of mediums and an appreciation for visual arts. Taekwondo Korea is another community program that our school works in our school. The 3rd grade students participate in weekly instruction with the taekwondo master to develop discipline, respect, and self-esteem. The masters also work with our students to become good role models for younger students in our building. The program culminates with student demonstrations and belt ceremonies. The parents are invited to celebrate their child's achievement.

We are also extremely proud of our many year collaboration with the Learning Leaders Organization that provides training and screening for more than twenty parents each year who then volunteer for several hours per week in our classrooms, building parent confidence and knowledge, and bolstering our home school connection. In addition we are committed to our strong collaboration with local CUNY colleges, especially Queens College, who send us many student teachers and observers each year who work and learn with our classroom teachers. On any given day we have Learning Leaders or student teachers working with our teachers in almost every classroom. Our school and our classroom doors are open and inviting all learners to participate in the life of our vibrant learning community.

We are proud to offer our families on-site after school child care through our collaboration with the Chinese American Parent Association (CAPA). One fourth of our students participate in this program that runs until 6:00 p.m. daily and provides home work help, academic support and enrichment, a nutritious meal, and ample time for active play and socialization for our students, aligned with our instructional approach and values. Having this program on-site provides continuity and security to our families and students.

3. Professional Development:

Our deep commitment to adult learning is the foundation for our work and our success. We believe that "When the adults are learning, the children are learning" and have dedicated much time and resources to ensuring that all staff members are on their learning edge and have a wide variety of opportunities to grow personally and professionally. All of our Professional Learning days are centered around tailoring each curriculum area to meet the needs of the CCSS, including strategies that best support our students, while addressing the needs of our population of English Language Learners, and Students with Disabilities.

Our many years of collaboration with Columbia University's Teachers College Reading and Writing Project has provided us with expert on and off-site professional development for administrators, teachers,

and paraprofessionals; including week long summer institutes and ongoing days for coaches and teacher leaders. In addition, teachers attend Math professional development and summer institutes with Metamorphosis Math, monthly math and ELA and ESL network supported teacher leader conferences, Network and Teachers College conferences for Special Education teachers, as well as Foundations and Wilson training for teachers and service providers. We have also invested deeply in Reading Recovery training both as in intervention strategy and as high quality professional development in the teaching of primary reading and writing. Our four fully trained Reading Recovery teachers receive ongoing on and off-site support and work as classroom and out of classroom AIS teachers and models for teaching reading. Our service providers and teachers are encouraged to seek out and are supported to attend off-site and online workshops and conferences to enhance their practice including technology, science, PE and the arts. We also encourage and support their membership in professional organizations in their curriculum area including NAEYC, ACSD, and NTM. Teachers and administrators believe these PD learning opportunities are invaluable because they are self-selected by teachers and staff to support areas they are looking to improve, as seen through student data and Advance.

Within our building, we also work on improving teacher practice and student outcomes by engaging in consistent Professional Learning practices. The Professional Learning Committee consists of teachers from each grade, the UFT representative, and administration to ensure all voices from the building are heard and valued. Professional Learning topics are decided upon by this committee and implemented every Monday in 80 minute blocks. From this time teachers have been able to collaborate with grade level and cross grade colleagues to work on areas they would like to improve in based on the Danielson Framework, CCSS, Advance data, and The Framework for Great Schools.

4. School Leadership:

Our overarching leadership goal is to create a school where all stakeholders work together professionally and passionately as a collaborative community of learners to continually raise the level of teaching and learning in all classrooms. Administration's work is driven by the compelling idea that "when the adults are learning, the children are learning" and has dedicated energy and resources to ensuring that all staff members and families have a wide variety of opportunities to grow personally and professionally. For example resources have been allocated to allow all teachers and administrators to participate in high quality professional learning at TCRWP and/or at Metamorphosis Math calendar days and multi-day institutes. Staff developers work in our classrooms with teachers for twenty days across the year. Having these opportunities to study on and off-site and to share the learning with colleagues and parents is the foundation of our identity as constant searchers, learners, and creators of best practices. Administration supports collaboration and shared responsibility by creating schedules that provide common planning time for grade level teachers three or four days each week in addition to dedicated weekly after school professional learning and inter visitation opportunities. In addition, administration has dedicated funds to support teachers to attend multi-day institutes and leadership groups to develop coaching and leadership capacity. Administration encourages parents to be part of our learning community through monthly workshops and classroom visits, through our PTA and School Leadership Team initiatives, and by collaborating with the Learning Leaders program where parents learn together to work in classrooms with teachers. In addition administration has forged partnerships with local colleges bringing many student teachers into our classrooms further bolstering our identity as a teaching laboratory and vibrant center of adult and child learning and success.

Administration is deeply committed to growing leadership among our staff through distributed leadership and shared decision making. Toward that end our administration has created structures where teachers work and learn together within cross grade curriculum teams as well as in grade level teams. Our team structure allows teachers on each grade level to become experts in a curriculum area. These teams of teachers work together to look at the CCSS, analyze student work, and develop practices to ensure that all students are learning at high levels. Each teacher then shares the ideas and practices developed with the teachers on their grade. Grade level teams then work together to study the instructional goals and the standards for their grade and to plan for the implementation of lessons and activities. Over the years, in lieu of coach positions, we have invested in developing and empowering our cross-grade teams of teachers to work together to provide coach support, coherence, and leadership in their curricular area. Through this practice

leaders have emerged to become our CORE Team representing each grade and curriculum area. This incredible group of teachers has effectively raised the level of inquiry and learning across the school through collaboration and practice using their classrooms as lab sites for the work.

Administration believes that our most important leadership move lies in the strong model of professionalism, compassion, collaboration, and trust we strive to create. We make public our learning lives and live our commitment to students and families and to the enhancement of the field of education. We know that the most important work we do is developing leaders to carry the work forward.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The practice we believe makes our school so successful is our commitment to developing the whole child, both academically and socio-emotionally. Our school provides a unique and nurturing environment where all staff, from the custodial staff to the administration knows the students on a personal level. This intimate knowledge of students fosters a real sense of community, making it easier for them to challenge themselves and take risks.

Our school is an early childhood school. Everything we do from our teacher professional development, arts programs, assessment choices and academic supports are developmentally appropriate for all young learners. For instance, during our professional learning time we have worked hard to tie in our school's instructional focus surrounding oral language development across all content areas. This learning has transferred into the classrooms in an effort to get young voices heard on a variety of topics, both academic and social. This is essential for young learners, especially with our large ELL population. In addition, our arts program helps students explore different mediums and engages them in a multisensory approach, which helps teachers understand the diverse learning styles of their students in an effort to tailor instruction in all academic areas. To support the development of positive self-image, we've instituted a community read initiative focusing on character development and positive student behavior. Students are recognized daily for instituting the values that are learned from our monthly community reads. Our belief in highlighting these positive behaviors helps push all students to be model citizens, socially and academically, which is critical during these formative years.

The development of the whole child includes a strong partnership with the parents and caregivers of our students. We pride ourselves on an open-door policy, where parents feel welcomed to learn alongside their children. This helps to make a home to school connection. Our school's success is evident through the combination of these powerful decisions. We believe these decisions have helped create an environment that cultivates a community of lifelong learners.