

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Transfiguration School
(As it should appear in the official records)

School Mailing Address 29 Mott Street
(If address is P.O. Box, also include street address.)

City New York State NY Zip Code+4 (9 digits total) 10013-9991

County New York

Telephone (212) 962-5265 Fax _____

Web site/URL https://www.transfigurationschoolnyc.org E-mail mlenahan@transfigurationschoolnyc.org

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.

(Principal's Signature) Date _____

Name of Superintendent* Sr. Mary Grace Walsh E-mail super.intendent@archnyc.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New York Tel. (212) 371-1000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Fr. Roger Kwan
(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.

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

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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools

 - 0 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	65
K	12
1	14
2	20
3	27
4	16
5	38
6	20
7	44
8	23
9	0
10	0
11	0
12 or higher	0
Total Students	279

*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 % American Indian or Alaska Native
 - 88 % Asian
 - 3 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 4 % 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2021	320
(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):

Mandarin, Cantonese, French, Swedish, Spanish, Japanese

English Language Learners (ELL) in the school: 50 %
140 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 34

8. Students receiving special education services with an IEP: 11 %
Total number of students served 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 5

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	18

12. 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 16:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	93%	96%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2011

16. In a couple of sentences, provide the school's mission or vision statement.

We believe in nurturing the student in all aspects of learning, inspiring them to explore new opportunities and use their talents, so that they can take all they learn in and out of the classroom and grow into intellectually, socially and emotionally responsible young adults.

17. Provide a URL link to the school's nondiscrimination policy.

<https://docs.google.com/document/d/1BVfuAaNP6Fm4bn4YvSIWhdPiFVlxb1H3VnQH2Y1gU0A/edit>

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

PART III – SCHOOL OVERVIEW

Since 1832, the Transfiguration School has provided educational excellence to successive waves of immigrants and their children; first to the Irish and Germans, then the Italians and then the Chinese. Established by Father Felix Varela, the school served the newly arriving immigrants who were often poor and underprivileged, creating a melting pot of languages and cultures unique to Lower Manhattan. Throughout the decades, Transfiguration School has not only survived, but has grown to be a beacon of education and a pillar of community development and cohesion. Transfiguration School serves a mainly Asian-American student population. We see many generations present in the families of our students from the students we currently serve, to their grandparents who are still very active in their family lives.

Transfiguration has always been a school community that consistently looks to improve itself. As a high performing school, and a school that produces young learners ready for the challenge of high school, we have employed numerous strategies to continue to challenge our students to reach their fullest potential. First, we reinvented our Literacy program by adopting a new philosophy and curriculum nearly 8 years ago to better personalize instruction for our students. Our belief is that everything starts with literacy, and once students possess the proficiency they need in the various standards in English Language Arts, they will also be able to succeed in other subjects. By doing this, we introduced targeted small group instruction and one to one instruction that teaches students where they are at, all while charting their growth each and every year and making a plan for each student. Our students responded! We consistently see positive growth in our data tracking system, as well as continued growth in student performance on the Measures of Academic Progress (MAP) assessment from NWEA and the most recent New York State ELA and Math exams. Using data as our central tool, we are able to meet the needs of all of our students, including challenging our highest achievers to strive for more, because we have data that supports that they can do it.

Another strategy we have employed and also a program that is uniquely "Transfiguration" is the offering of a vibrant summer learning opportunity we call the "Transfiguration Summer Institute." Our summer institute is a voluntary summer program that is usually well attended by about 150 of our students or more each summer. The program is six weeks, and takes students through a regular school day from Monday - Friday. Included in the program are enrichment opportunities in the arts, languages and movement so that students get a well rounded experience over six weeks. This program also acts as a bridge for our students into the new school year, with the goal to prevent any "summer slide" and keep their minds fresh for the upcoming school year.

Transfiguration School has undergone many changes and improvements over the last ten years in order to continue to not only compete with other schools, but to also challenge ourselves to be better than we were each and every day. As a traditionally high performing and former Blue Ribbon Award winning school, we always look to better serve our students. Over the years we have continued to make curriculum upgrades, made well thought out staffing decisions, and altered our classroom environments to promote student independence and lifelong learning.

As a previous Blue Ribbon award winner, Transfiguration's reputation only grew stronger. The blue ribbon award affirmed all that Transfiguration School was at that time and what everyone in our community knew to be true - an all around high performing and well rounded school that produces intelligent and responsible learners, and is a part of the fabric of the Chinatown community. When we were first awarded the Blue Ribbon award in 2011, we added it to our marketing material and celebrated the achievement the entire year. This celebration included a recognition of the contributions of all members of the school community - leadership, faculty, staff, parents and of course, the most important members of our community, the students we serve.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Reading & Writing Workshop model structures the ELA block. This model allows for a balanced literacy approach, based on a curriculum that integrates reading, writing, and grammar, to meet the needs of all learners. A balanced approach to literacy allows the teacher to address the standards using the following methods: whole class instruction through read alouds and mini lessons, shared reading/writing, independent reading and writing time, teachers working with small groups, and literacy centers. This model allows time for teachers to use assessment data to differentiate and meet all students' needs by working with students one-on-one or in small group settings. The workshop model provides independent time for students to build stamina, which is an important skill needed for sustained reading and writing, as well as for taking standardized assessments. Independent reading or writing time allows students to transfer skills modeled by the teacher during the whole class mini lesson to their independent work.

To address the reading foundational standards for grades K-2 our school uses the Wilson Foundations® program which is based on the Wilson Reading System® principles. Wilson Foundations® provides research-based materials and strategies. This is a structured program in foundational skills, including: phonemic awareness, phonics, word study, fluency, vocabulary, comprehension, handwriting, and spelling. Wilson Foundations® also includes a parent component, informing parents of the language, strategies and skills learned in the classroom. This allows for the parents and teachers to work together as a team to help our students learn to read and write.

1b. Mathematics curriculum content, instruction, and assessment:

The Mathematics Program in the lower grades emphasizes instruction in both computation and mathematical concepts. Students are encouraged to communicate and reason logically, and begin to understand how to become independent thinkers and problem solvers. Manipulatives are used across the program to allow students to illustrate concepts and to encourage them to apply math skills they learn to real-life problems. The math curriculum in all grades follows the New York State standards and gives students the opportunity to not only master computation, but also to explain their conceptual thinking and persist in working through mathematical problems and situations. For grades 4-8, all of the above applies, and the opportunity to apply their thinking occurs on a regular basis. Most recently, our science and math teachers in the 7th and 8th grade collaborated on an engineering project where 7th and 8th graders designed rides, buildings, etc. using engineering ideas they had learned about in their science unit, while simultaneously applying geometric concepts to the build to ensure a strong standing structure.

1c. Science curriculum content, instruction, and assessment:

The Science program is activity based and uses inquiry as a tool to understand concepts and apply and master skills. The science curriculum covers Earth, Physical and Life science, while encouraging students in the middle grades of 4th and 5th grade to fully understand the scientific method and process of what is involved in experimentation (independent and dependent variables, hypothesis, etc.) Students complete projects that explore focus questions in each grade. Simple experiments reinforce observational and analytical skills, scientific knowledge and discovery. Cross-curricular connections to literacy are consistently planned so that students learn to apply the literacy skills they are developing to all subjects and content areas.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Studies program reflects the standards and concepts within the New York State Social Studies Framework. In the primary grades learners explore the self, the family and the community. Students acquire a deeper understanding of the concept of community as they examine theirs and other communities as well

as the historical, geographic, social and economic components of larger communities. Students begin to see the importance of their involvement in their own communities. Being located in Chinatown, NYC, students have ample opportunity to explore their own neighborhood and understand the historical and religious significance of the neighborhood within the overall history of New York State. Cross-curricular connections to literacy are consistently planned so that students learn to apply the literacy skills they are developing to all subjects and content areas. In the upper grades of 4th-8th grade, students focus on New York History, as well as the beginnings of our country in order to gain a deeper understanding of how history unfolded in New York State, but in particular, New York City. In the middle school grades, students use updated text material to support their learning, and as a Gilder-Lehrman member school, teachers utilize the wonderfully rich collection of primary and secondary source documents, images and texts to fully immerse students in the history of the period.

1e. For schools that serve grades 7-12:

In our 7th and 8th grade classes, we have our students on an accelerated Math track. As soon as students arrive in 7th grade, we put them on a track to eventually take Algebra I in 8th grade, culminating in taking the NYS Common Core Algebra I Regents exam in June. Passing the exam enables our students to receive a year of math credit in high school, thus giving them an opportunity to accelerate their progress in high school by taking different classes available to them. In the coming years, we are also looking to offer students similar opportunities in Science and Social Studies, where students would be able to gain similar high school credit by the time they complete 8th grade at our school.

Another way our curriculum and school environment supports college and career readiness is through our consistent encouragement and the opportunities we provide for students. There are numerous service opportunities for our students. This enables them to understand that academics alone do not make the whole student and that the type of person they are in and out of the classroom matters and helps contribute to their overall sense of duty to their fellow man. Through our religion program, our values infusion program each month and our seasonal collections and donations of both funds and time to local organizations like "God's Love We Deliver" and the "Bowery Mission" here in lower Manhattan, our students learn that part of being a leader and contributing member of society is tending to your fellow human beings and being the type of people that can influence positive change in our society.

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

We provide an integrated approach to education to advance the intellectual, emotional, physical, and social development of three, four and five year olds. Located at 10 Confucius Plaza, just steps away from our main campus on Mott Street, our early childhood program offers an educational environment that focuses on the individual student and ensures the class meets and excels in all content areas of the New York State Pre-Kindergarten learning standards. Our Early Childhood program has beautiful and age-appropriate designed classrooms for our 3 and 4 year old learners. The extended day program for our traditional tuition paying program allows students to experience more during the day with dismissal between 5:15 - 6pm. Similarly, our NYC department of education Universal PreK classrooms are enhanced through the offering of our school's after school program that, along with our traditional tuition paying classes, gives students the opportunity to experience enrichment programs in the arts, movement and chess.

Students in our PreK program are assessed in various ways and these assessments are tracked. All information follows students each year, and when students arrive in Kindergarten, the information teachers receive is used as a basis for beginning instruction. Furthermore, the Pre-A level assessments that some of our PreK 3 and 4 students are given, are aligned with the type of leveling assessments we administer to all students in grades K-3 to track and chart their continued growth, thereby allowing everyone to work from the same type of information, and providing alignment through the early grades. All of this data is the foundation upon which students will become successful as they get older and experience what Kindergarten and the primary grades have to offer.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Transfiguration's weekly Art program in PreK-8th grade focuses on elements of culture and artistic history, while providing opportunities for students to express themselves through painting, drawing or sculpting. Additionally, we are proud to be a school partnered with the Metropolitan Museum of Art as part of the MET learning community of schools this year. Our Art teacher is now a certified MET Educator within the MET Professional Learning Community. This partnership enables our students to have structured visits from museum educators to set up and preview upcoming school visits to the museum during the school year.

Our weekly music program from PreK- 8th grade emphasizes singing, performing, and reading music. Additionally, instrumental lessons are offered through our school's enrichment program to give students the chance to further explore their musical gifts. Students are encouraged to share their musical talent with the class and/or school, especially for culminating performances during the Christmas and Spring Seasons to highlight the collaborative nature of music and the well rounded talent and abilities of our students. Our school also participates in the "Link Up" program with Carnegie Hall in Manhattan which gives our school the ability to visit Carnegie Hall later in the school year.

2b. Physical education/health/nutrition

Transfiguration's weekly physical education classes in PreK - 8th grade help students develop physical skills through exercise, games and sports activities. Activities and games stress good sportsmanship, fairness and respect for each other, while teaching the importance of discipline and teamwork in all they do.

2c. Foreign language(s), if offered (if not offered, leave blank)

Transfiguration's weekly Mandarin classes in Kindergarten - 8th grade offer students the opportunity to learn the language through the pinyin system, which allows students to understand the basics of the sounds and characters that they learn about in the Chinese language. Each grade builds upon the one before it, providing students with the opportunity to become more proficient in the language. Additionally, the Mandarin instructor and Chinese culture teachers in our PreK and Kindergarten classes collaborate to develop both language and cultural experiences for our youngest learners during the school year.

2d. Technology/library/media

Transfiguration School has a one to one student to chrome book ratio in grades 3-8. Prior to the COVID-19 pandemic the school had already begun to move in a more digital direction and provided students with chrome books to use in school, with the google suite of applications (docs, sheets, slides, forms, classroom etc.) being our main technology tool. When the COVID-19 pandemic shut down schools in March of 2020, Transfiguration was in a good position to be able to keep school moving forward for our kids because we had the foresight to put technology in the hands of our students. While everyone of course had to adjust their instruction and overall expectations during that time, our technology plan allowed us to continue to move students forward in a virtual setting. Currently, most of our text material is online, and we have developed a very good hybrid system of using both digital and print tools to help students succeed.

2e. Any other interesting or innovative curriculum programs you would like to share

As indicated in a previous question, one of our most successful curriculum programs is our Summer Institute that is offered at our school every summer. The program provides a bridge for students between the end of the previous academic year and the beginning of the new one. Attended by roughly 150 students each summer, the summer institute provides a daily school environment that runs from 8am - 5:30pm that includes both academics and enrichment opportunities. ELA, Math and Science make up the bulk of the academic piece for grades PreK-7, while enrichment opportunities in Science, movement, art, chess and other areas provide students with a well rounded summer experience.

3. Academic Supports

3a. Students performing below grade level:

The main areas that inform our instructional model are ELA and Math. These two areas are key because success in other content areas in many ways is dependent on success in ELA and Math. The ability to read and write well, and use math confidently greatly impacts overall success. In literacy in particular, our school levels every single student in grades K-8 three times a year, thus providing us with a starting point each year from which we expect to see growth. Based on those leveling results, teachers then formulate small groups that they schedule to see each week. For those students performing below grade level, the teacher will schedule to meet with those small groups anywhere from 2-3 times per week, working on specific skills identified during the leveling process (fluency, comprehension, etc.). The school has cultivated and maintained a resource room with an entire library of leveled readers and teaching material from Scholastic that teachers can pull from to use in their small group instruction. Our school also utilizes the Measures of Academic Progress (MAP) from NWEA three times a year, as well as the i-ready online program from Curriculum Associates to further track student growth during the year. In particular, the i-ready program is utilized on a weekly basis for all students to help them further develop the skills they need in both reading and math.

3b. Students performing above grade level:

The main areas that inform our instructional model are ELA and Math. These two areas are key because success in other content areas in many ways is dependent on success in ELA and Math. The ability to read and write well, and use math confidently greatly impacts overall success. In literacy in particular, our school levels every single student in grades K-8 three times a year, thus providing us with a starting point each year from which we expect to see growth. Based on those leveling results, teachers then formulate small groups that they schedule to see each week. For those students performing above grade level, the teacher will schedule to meet with those small groups roughly once per week, working on specific skills and concepts that are designed to challenge those learners. Teachers also spend time one on one with students who are above grade level to check in with them and help them make decisions about the types of books, texts and materials (both print and online) that will continue to challenge them and further develop their skills.

3c. Students with disabilities:

The main areas that inform our instructional model are ELA and Math. These two areas are key because success in other content areas in many ways is dependent on success in ELA and Math. The ability to read and write well, and use math confidently greatly impacts overall success. In literacy in particular, our school levels every single student in grades K-8 three times a year, thus providing us with a starting point each year from which we expect to see growth. Our Special education program is very integrated with our overall literacy and math program and data tracking methods. The special education teacher works closely with each classroom teacher to help level students who have IEPs, review IEPs, and develop common strategies aimed at collectively helping students achieve their IEP goals each year. Periodically during the school year we schedule and conduct full team meetings that involve classroom teachers, the special education teachers, and the principal in order to review the progress of our students who have special education services and arrive at common strategies to implement moving forward to help students meet their goals.

3d. English Language Learners:

Using the aforementioned data that we continuously collect and review, we are able to incorporate interventions into the daily schedule where teachers address certain language deficiencies that students may have. This work is primarily done in the classroom within the small groups that were mentioned above, with targeted interventions in phonics and language. Additionally, Transfiguration offers an after school program in reading and math in partnership with Catapult Learning that also helps students work on basic skills.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is one of the most important elements of teaching. Students who are engaged in and take ownership of their learning have a greater chance of success both in and out of the classroom. One major way we keep our students engaged is through our Literacy/ELA curriculum. The workshop model we employ is designed to break up the block of time to allow students to work in a whole group, small group, one on one and/or independently. The intentional planning of short mini-lessons combined with rotating groups and activities breaks up the morning for students and promotes freedom of movement in the class. This philosophy is adopted in all subjects to provide opportunities for teachers to facilitate learning for students and keep them engaged.

At Transfiguration, the first few weeks are key to laying the groundwork for student engagement in each classroom. During those first few weeks, students and teachers not only review routines and procedures, but also offer students an opportunity to help create the rules and procedures for the classroom from procedures to go to the restroom, to procedures for how to use the classroom library. This engagement early on promotes ownership for students, and lets them know they are a major part of the classroom community.

Another way we engage our students is through our classroom set up. When we shifted our literacy model to the workshop model, we began to use that opportunity to also update our classroom environments. Collaborating with our teachers, we began to move toward a more flexible seating environment where students would have space to work, space to collaborate, and space to meet as a group. Once guidelines for the room are established, which students participate in, students become engaged in the processes of the room, enabling them to do their work in a structured, yet comfortably engaging space.

Lastly, and perhaps most importantly, we engage our students through religious and values-based learning. As a Catholic School, service to our fellow man is the most important thing we can teach our students. At various times during the year, students will visit local service organizations and/or participate in service opportunities at our school such as food drives, coat drives, and fundraising for local community organizations in Chinatown. This engagement in their community helps students understand how we are all connected.

2. Engaging Families and Community:

Transfiguration consistently works to engage our families in the overall life of our school. Our school provides a weekly school newsletter to parents that is emailed to the entire parent body. This newsletter reviews the current happenings at our school, provides updates, and also shares parenting resources when possible. Additionally, we use the Class Dojo app to more directly involve parents in the daily life of the school. Teachers in grades PreK - 5th grade use the app to communicate directly to the class's parents and keep parents updated on happenings in the classroom through photos, shared links and other information. Transfiguration also has a vibrant home school association that offers parents a chance to engage in the life of the school by collaborating with the school administration to provide quality student events and experiences that support students' social and emotional development. Parents are also invited to work with the school on community issues such as safety so that all stakeholders can play a role in making our school the very best experience it can be for our students.

The school also continues to cultivate relationships with friends of the school. Recent alumni are offered an opportunity to return to the school to work and/or volunteer in our after school program to tutor younger students and assist teachers in classrooms. This engagement early on after their graduation from Transfiguration School helps keep them connected right away, and allows us to continue to cultivate our relationship with our alumni. Additionally, we frequently reach out to and engage with partners in the community such as the aforementioned community organizations, as well as local health centers to bring health education programs to our school, and the local public library with whom we work frequently to bring author visits to our school and incorporate library lessons into our curriculum.

As stated above in the arts section, Transfiguration is now participating in and developing a partnership with the Metropolitan Museum of Art and Carnegie Hall to provide more arts education materials for our students and obtain more professional development opportunities for our arts teachers.

3. Creating Professional Culture:

Transfiguration School is part of the Manhattan Region of the Archdiocese of New York. Professional development opportunities are provided to all schools in the Archdiocese of New York, including Transfiguration. These professional development opportunities include regional conference days that contain numerous professional development workshop opportunities on either diocesan-wide initiatives such as Inquiry based learning, or a teacher's preferred area of interest or need. Additionally, within the Manhattan region, there are grade level meetings held twice a year that provide teachers with the chance to come together as grade-level cohorts and share resources, ask questions and learn together. The Manhattan regional office also curates and maintains a professional development portion of their web site that teachers can access at any time to review past workshops or find resources from colleagues.

More specifically, within Transfiguration, we have taken a very serious approach to professional development for our faculty. At most monthly faculty meetings, time is dedicated to professional development opportunities with our curriculum coordinator, other outside providers where necessary or data review. Additionally, when we moved to the reading and writing workshop model and adopted a new curriculum, we also made sure to provide all the professional development that would be needed to implement the curriculum properly. As most educators know, a curriculum or philosophy is only as good as the professional development provided to teachers that supports the work they do. We made that a high priority by having the professional educators from the Schoolwide, Inc. company visit our school throughout the year, meet with teachers, provide feedback on their implementation of the curriculum, model lessons for teachers and then provide teachers with realistic goals moving forward. This investment in professional development over consecutive years communicated to our teachers that we were not only serious about our philosophy, but that we were and continue to be serious about providing them with the support and tools they need to succeed, since the faculty is the backbone of any school.

4. School Leadership:

Transfiguration School consists of three adjoining campuses. The principal oversees daily operations of all three campuses from PreK - 8th grade. The principal is central to the leadership structure, but also works in consultation with other key leadership members of the team as well as the pastor/administrator of Transfiguration. Other leadership team members are also key to the daily running of our school. At the Early Childhood Campus, we have an Educational Director who oversees daily operations and is the instructional lead for all of our PreK 3 and 4 classes. Transfiguration also has a Chief Operating Officer (COO) who oversees all fundraising efforts and school financial matters, working in conjunction with the principal and pastor to make sure that the school continues to operate in a financially secure manner. School leadership engages parents, friends of the school and other community stakeholders in order to keep all available options open to our school for positive relationships. Within the daily operations of the school, the principal takes a hands-on approach toward examining student data with colleagues and collaborating with teachers and other staff members on plans for student improvement and achievement.

Additionally, student achievement does not only occur in the classroom. Every day, we remind students to reflect on what they do through morning and afternoon prayer, as well as how they put the current value of the month into practice. From leadership and from all faculty and staff, the focus on helping students develop not only academically, but socially and emotionally is also paramount to what we do. When students encounter certain "discipline" issues involving other students or themselves, all of us work with students to reflect on the behavior, identify what went wrong and what went well, and develop a resolution plan to move forward (for example, apologizing to the person they wronged, identifying what they can do next time to try to avoid the same mistake or trying to understand if the action represented any of the values we are putting into practice). Through this collective effort, we show and teach our students that how they handle adversity and conflict very much contributes to their overall achievement at school.

5. Culturally Responsive Teaching and Learning:

Transfiguration School's student population is predominantly Asian-American. Given that our school is also located in New York City's Chinatown, it is very important to us that we not only interact with and serve our local community, but also respect and recognize the cultures of our families. One of the biggest times of the year at our school is the annual Lunar New Year celebration. During that time each year, students are encouraged to come to school in traditional Chinese dress and parents bring in traditional foods for the classes. Additionally, a local dance troop comes to our school and performs the famed lion dance at all of our campus sites, giving our students the opportunity to "feed" the lion with red envelopes and enjoy a major part of the cultural celebration. Additionally, our Mandarin instructor uses the seasonal curriculum to reinforce the history of the Lunar New Year, providing students with a context via stories and history.

Transfiguration School also makes sure our school is inclusive of and recognizes all cultures, ethnicities and languages in our school. For example, our arts teachers collaborate to bring music and art together during Black History Month to provide students the chance to fully participate in the celebration of culture. Additionally, other celebrated times of year including Women's History Month and Asian American and Pacific Islander Heritage month are also recognized so that all students know they are valued. In our weekly newsletter to parents, we also include regular communications during these particular times of year and provide resources and other ideas for recognition.

To promote overall cultural awareness and respect, the school teachers an archdiocesan provided anti-bullying curriculum on a monthly basis that promotes positive conversations, emphasizes respect for all students and provides students with scenarios for how to treat each other appropriately and respect everyone's culture. Respecting each other's space and using language that promotes positivity and forward thinking are practices that are regularly reinforced with students.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental to Transfiguration's continued success is our approach to literacy/ELA teaching. Most schools that are successful, high performing schools will often feel that they do not need to change their approach because they are already successful. Even after being awarded Blue Ribbon status in 2011, Transfiguration School embarked on a reconfiguration of our literacy/ELA program aimed at personalizing student instruction more and having a common approach to teaching literacy across all grade levels. This change in approach was successful for a number of reasons. First, by reexamining our approach to literacy/ELA, we were able to identify where the gaps in our program were, and what we wanted to do to correct it. Second, we decided that our approach was going to be to adopt the reading and writing workshop model as our philosophy and we purchased a full curriculum that supported that philosophy. Third, we brought in targeted professional development over a period of years to fully support faculty in implementing the philosophy. Fourth, along with the adoption of the model was the renewed emphasis on personalizing student instruction. In order to do this properly, we began data tracking for our students, which currently consists of leveling three times a year, MAP(NWEA) assessments three times a year, i-ready diagnostics three times a year, New York State exam scores each spring, and other pertinent information affecting student learning such as special education status, classroom observations, etc. Fifth, in order to keep our program moving forward, the previous literacy coach, who supported our move to the workshop model, has become our full curriculum coordinator in order to bring some of the pedagogical elements of our workshop model to other subject areas (such as data tracking in math, organizing class time for effective instruction, etc.) Overall, our school has become more data-informed and uses all available data to provide the best personalized learning possible for students.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$14915
(School budget divided by enrollment)
4. What is the average financial aid per student? \$2634
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 24%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)