

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 320 Main Street PO Box 7062
(If address is P.O. Box, also include street address.)

City Amagansett State NY Zip Code+4 (9 digits total) 11930-7062

County Suffolk County

Telephone (631) 267-3572 Fax (631) 267-2046

Web site/URL https://www.aufsd.org E-mail mdorr@aufsd.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* Mr. Seth Turner E-mail sturner@aufsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Amagansett Union Free School District Tel. (631) 267-3572

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 Ms. Kristen Peterson
(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):
- 1 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
- 1 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	23
K	19
1	15
2	11
3	14
4	14
5	11
6	18
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	125

*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
 - 0 % Asian
 - 4 % Black or African American
 - 21.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72.8 % White
 - 1.6 % 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: 6%

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2021	130
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish

English Language Learners (ELL) in the school: 4 %
5 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 26

8. Students receiving special education services with an IEP: 14 %
Total number of students served 17

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>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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: 1 %
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 9

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 14:1

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	90%	92%	96%	93%	93%
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 ☐ No ☒

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

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

The Amagansett Board of Education, administrators, educators, staff, parents/guardians, and community will promote and support a culture of learning, nurturing, growing, and innovating that results in a high-performing organization focused on student achievement. The Amagansett Union Free School District will provide the highest quality educational experience for all students, encouraging and inspiring each child to reach their fullest potential.

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

<https://www.aufsd.org/Page/899>

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

The Amagansett School serves grades PreK 3 through 6 in a growing and diversifying community. Located on Main Street in a small, bucolic hamlet on the eastern end of Long Island, NY, the school is flanked by athletic fields and playgrounds, a working farm and ocean beaches. The school's classic, two-story brick building sits in conversation, as it were, with the original Amagansett Schoolhouse. Built in 1802 and later moved onsite in 2015, the original one-room structure continues to serve as space for teaching and learning and allows community members to appreciate the school's commitment to preserving local history through education.

The school's co-teaching model is the driving force of student academic growth. Grade-level teachers collaborate to design reading, writing, and math lessons that cohere across the curricula. Teachers create multiple points of entry for students to explore diverse topics in science and social studies through their encounters with literature, contextual math problems, and writing prompts. The benefits of the co-teaching approach are that students receive instruction that speaks to their individual learning styles and goals.

To reach all learners, the school offers specialized support in Mathematics and English Language Arts. The school provides counseling, occupational therapy, and speech services. Eight out of 27 teachers are certified in English as a New Language (ENL) to welcome and support students new to the United States. A visit to any classroom will find joyful students engaged in project-based activities and moving amongst learning centers that challenge and enhance daily lessons.

Our school's small size means teachers and staff know all the children well and have the resources to support each child's social and emotional growth. In a commitment to building student confidence, the school adopted the Leader in Me program, our school-wide leadership and social/emotional development initiative. Students are encouraged to practice leadership skills that foster a safe and supportive environment for their peers. The program encourages all to demonstrate respect, equity, and consideration for others daily. The school's Student Leadership Council consists of fifth and sixth graders that apply for specific jobs based on their interests. Student Leadership Council members develop spirit days, serve as student greeters, and brainstorm new and unique school activities that bring the school community together.

After school enrichment programs allow students to pursue their interests and to bond with teachers and staff. Embedded curriculum enrichment and after-school Genius Hour programs include World Languages, Art and Architecture, Yoga, Pickleball, and Math and Logic Strategies. STEM activities are brought into the curriculum through presentations and lessons geared to problem solving in the 21st century. Students in grades 4, 5, and 6 demonstrate ownership of their educations when they choose topics to research and present. These same students also serve as reading buddies to students in the lower grades, enhancing both learning and shared sense of school community.

Parents/guardians are valued partners in academic, emotional, and cultural learning. They are welcomed regularly into the classroom to read, lead crafting projects, or demonstrate their expertise in fields that range from music composition and filmmaking to farming and fishing. At "Wake Up Amagansett," a monthly whole-school celebration, parents join the morning assembly and enjoy student performances that demonstrate the learning and relationship-building going on in our classrooms.

Students regularly walk to our local farm to engage in hands-on, project-based learning. They visit the local marine museum to learn how the sea continues to play a key role in our community's economic and cultural life. Teachers lead excursions to local libraries and art museums. Artists, professionals, and volunteers also bring their experience to our students. The school routinely visits the Westhampton Beach Performing Arts Theater, the South Fork Science Museum, Amber Waves Farm, and the Long Island Aquarium.

In addition to the school's core academics, students are able to explore who they are through the arts and athletics. An artist in residence works with all grade levels to adapt Shakespeare plays, which they bring to life during a final performance for parents. Our Music department develops a love of music through chorus, band, strings, and several plays. The Art department taps the creative side of each student and brings both

different styles and sensitivities to the forefront. While the school is not large enough to form athletic teams, classic games and their rules and regulations are taught in physical education, and community-based athletic teams welcome our athletes outside of school hours.

The Amagansett School's unique location and history create a shared sense of place and purpose. Its staff, teachers, parents, and community work collaboratively to maintain our school's "dedication to excellence in education." Here, paths to academic excellence are open to students of all backgrounds and abilities because dedicated staff and educators maintain a nurturing presence in our students' lives.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The Amagansett School has developed a robust reading and writing curriculum based on the New York State Next Generation English Language Arts (ELA) Standards. Our curriculum emphasizes the connection between reading, writing, listening, and speaking creatively and innovatively. As listeners and readers, students collect facts and ideas, discover relationships, analyze information, relate literature to their lives, and use oral and written language for effective social communication. As speakers and writers, students use oral and written language to acquire, apply and transmit information for self-expression and artistic creation and to present opinions and make judgments.

Grades K-6 use the Schoolwide Fundamentals Reading and Writing program as a guide for delivering content for both reading and writing aligned with the New York State Standards in ELA. Amagansett students are led through a well-sequenced series of units and lessons based on models of best practice, including higher-level thinking strategies or Depth of Knowledge levels. Reading and Writing Fundamentals emphasize content literacy which encompasses the skills and strategies necessary to acquire content knowledge by exploring a variety of complex texts. Content literacy-based classroom activities are language rich and require reading and writing and the ability to speak, listen, and communicate ideas fluently and precisely. Daily literacy consists of a mini-lesson and a workshop time which includes small group work, teacher-led stations, and independent practice. Students can self-select independent reading books and have the opportunity to participate in guided reading, book clubs, literature circles, and paired reading. Additionally, teachers regularly read aloud to students using strategically selected mentor texts.

Grades K-3 utilize Foundations to address phonics instruction for both encoding and decoding. This multisensory, systematic approach provides opportunities for students to practice their phonics skills as well as opportunities for teachers to differentiate instruction based on student strengths and weaknesses. Across all grades, vocabulary instruction is authentically embedded into ELA instruction. Direct instruction includes academic and domain-specific vocabulary. Additional vocabulary acquisition is made through collaborative discussion, reading, listening to mentor texts, responding, and writing often. Direct vocabulary instruction using the Wordly Wise program develops the critical link between vocabulary and reading comprehension. This focus on useful, challenging words for each grade level leads to successful comprehension of complex texts and more sophisticated writing.

Technology-based support programs such as Reading Eggs, Reading A-Z, and Amplify Reading provide additional mediums for adaptive and/or differentiated learning. Students are assessed throughout the year utilizing unit tests, writing rubrics, and checklists. Teachers administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year and benchmark their students reading levels using the Fountas and Pinnell Benchmarking system. These data points are triangulated with classroom data and NWEA MAP Growth ELA results to determine the level of tiered instruction needed.

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

The school supports the New York State Next Generation Math Standards in grades K-6 to develop mathematically literate students that have a conceptual application of mathematical models and skills in a wide range of situations, including non-routine, open-ended, and real-world problems that prepare them for the real-life application of math. Math in Focus, our curriculum, provides a rigorous standards-aligned math program for students emphasizing problem-solving skill development. Amagansett students build their mathematical proficiency through direct instruction, cooperative learning, guided practice, and independent practice. Students apply metacognitive thinking to solve problems utilizing various strategies and supporting why a particular strategy is effective. The program introduces new concepts with manipulatives, extends understanding through pictorial representations, and culminates in student mastery of abstract mathematical concepts. Instruction focuses on developing student understanding of the “how” and “why” behind

mathematical concepts. We incorporate TouchMath into our repertoire of instructional resources, which provides kinesthetic support to strengthen mathematical concepts and fluency.

Students engage in unit tests and spiral reviews of all mathematical concepts throughout the year. NWEA Map Growth Mathematics is utilized to ensure student growth at all levels. Additionally, technology-based support programs such as Fact Fluency, 99Math, XtraMath, and MAP Accelerator differentiate and provide support, fluency, and enrichment for all students.

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

Science instruction in our school employs a "hands-on" discovery approach to science that promotes the application of the scientific method. The science curriculum encourages students to think critically and reason scientifically. The science program presents an in-depth exploration of three areas: Life Science, Physical Science, and Earth Science. Each lesson is aligned to topics, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts that inspire students to love science. Mystery Science, a web-based program aligned with the New York State Next Generation Science Standards (NGSS), is embedded into the curriculum. The Elementary Science Program and Board of Cooperative Educational Services (BOCES) 4 Science Kits also support science across grade levels. Kits are complete with workbooks and necessary materials for hands-on science experiments and lessons that support the implementation of the scientific method. Scholastic Science Spin magazine is incorporated throughout grade levels and brings current science topics to life through reading and writing. Amplify Science is also available to Grades 4-6. This program, a collaboration between UC Berkley's Lawrence Hall of Science and Amplify, is an interactive, literacy-rich digital tool to deliver science lessons and hands-on experiments. Additional resources that support different ages and stages of learning, including videos, lectures, worksheets and activities for students, are utilized to ensure science is current and applicable to student interests. Student work is measured through laboratory experiences and unit assessments.

Prior to Covid, students in Grades 5 and 6 visited the New York Hall of Science in Queens. Our partnership with the Cornell Cooperative Extension has brought innovative programs into the building, including touch tanks, bioluminescence presentations, and shark dissections. Amagansett students also enhance their exposure and love of science through field trips to local science museums such as the South Fork Natural History Museum and Nature Center, the Long Island Aquarium and Aquatic Adventures, and the Long Island Science Center.

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

The social studies curriculum at Amagansett School incorporates various print and technological resources. While following the Next Generation Standards, teachers utilize textbooks, Schoolwide Fundamentals, Read Write Think, Newsela, and grade-appropriate Scholastic magazines to provide and enhance instruction and assess content acquisition. Social studies is often delivered through projects, hands-on activities, and historical novels. For example, in Grade 6, Ancient Greece, is taught through a textbook, Journeys Across Time, Junior Scholastic articles, Newsela articles, historical fiction novels, and projects such as an Ancient Greece podcast. In addition to Our Nation Studies Weekly, Grade 5 employs Scholastic News and a thematic unit focusing on the geography of each of the United States. Grade 4 implements part of the New York: Adventures in Time and Place textbook, as well as current events and map study. Several teachers use Schoolwide Fundamentals to deliver social studies lessons and Scholastic News to infuse current events. Grades PreK-3 use a more thematic approach to social studies, spending time on topics such as "Community Leaders" and "Our Town." Read alouds from Epic, classroom libraries, and the Scholastic News series, "Let's Find Out" or "My Big World with Clifford," round out their curricula. All grade levels incorporate hands-on projects to bring social studies to life, whether it be a student-created picture book about national symbols, a "time-machine" presentation, or a local field trip. History is embedded in our community, and the school makes the most of local resources to incorporate into learning. In fact, the very first Amagansett Schoolhouse was moved to the current school property in 2015 as a symbol of our dedication to local history and a place where students may visit and work.

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

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

The Amagansett Pre-K program follows a two-year kindergarten readiness program that uses an integrated thematic approach to learning. It prides itself on delivering instruction that builds student schema for future success in their studies. The core curriculum is aligned with the Pre-K Next Generation Standards. Pre-K is a full-day program meeting five days a week. There is a balance of teacher-directed instruction and play-based learning activities to foster exploration in math, literacy, science, social studies, social-emotional, fine motor, gross motor, and character education. The curriculum is guided and includes an emerging understanding of spoken words, syllables, and sounds (phonemes), as well as demonstrating an understanding of the organization and basic features of print.

In the Pre-K three-year-old class, students are introduced to spoken words and print through read-alouds, songs, and small group instruction. Students are exposed to the alphabet and become familiar with letters that are meaningful to them based on their thematic units of study.

In the Pre-K four-year-old class, the curriculum spirals, and books, songs, and small group instruction enhance a love of literature, letter/sound recognition, and application of print concepts. Students at this level engage in writing letters and applying letter/sound connections to words. Students learn to identify all letters of the alphabet and their corresponding sounds.

A child study team, similar to the school's RtI program, meets at the teacher's request to ensure that the needs of each child are met. The children that have participated in our Pre-K program exhibit academic success in kindergarten. This is especially true for our English Language Learners (ELLs). The language-rich environment provides the necessary scaffolding for language acquisition. Additionally, the program provides an avenue for early intervention for students who would benefit from academic support services as necessary.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Visual Arts program at Amagansett School focuses on building students' visual literacy and creative problem-solving skills in an environment that encourages risk-taking and novel thinking. Students in Pre-K through Grade 6 participate in Art class for 45 minutes. Pre-K students receive one weekly art class, and K-6 have art twice weekly. Throughout the program, students experiment with various materials and explore historical and contemporary artists/art-making practices.

In the Amagansett Art program, there is an emphasis on personal and self-expressive artmaking. Students are encouraged to exercise autonomy as they choose materials and visual expressions to communicate their ideas. Students express their social and emotional skills through self-expression practices in the art room.

Art class engages students in both their school and the local community. Students' art is displayed throughout the school and is updated frequently. Collaborations with other disciplines primarily drive engagement within the school. Throughout the year, students of all grade levels design and create set pieces for the several productions put on by the Music department. Collaboration between the art program and classroom learning deepens student understanding of classroom content and allows time and space to illustrate or inspire academic writing. In addition, students partner with nearby art and cultural museums. Students work alongside local and visiting artists to create thematic works to be exhibited in the museum/gallery.

2b. Physical education/health/nutrition

The Amagansett Physical Education department prides itself on offering each student an opportunity to learn skills for their physical and mental health. Students understand that physical activity leads to a healthy lifestyle. The curriculum provides diverse experiences in individual and team sports, team building, fitness, and other activities to benefit the whole child. Amagansett physical education believes all students should receive an education that provides them with a safe environment to learn, accept differences, and improve physical and social strength.

Social and emotional learning activities in physical education deepen the experience students have to engage in physical fitness and sports, build an awareness of how physical health impacts us, navigate failures and successes, work with peers, and recognize emotions in our body. Adaptive physical education is provided to students with special needs through modifications of activities to ensure success in the least-restrictive environment.

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

The World Language program's curriculum at Amagansett is based upon both New York State and the American Council on the Teaching of Foreign Languages (ACTFL) standards. From Pre-K to Grade 6, the "5 C's" are employed to promote language fluency and language mapping in the center of the brain (Broca's and Wernicke's areas and the occipital lobe). The five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the standards and to bring global competence to their future careers and experiences. The curriculum is interdisciplinary, aligning with core-subject areas. From PreK through Grade 5, students learn Spanish and American Sign Language. At the sixth-grade level, the Spanish curriculum is a daily program that prepares the students for seventh-grade Spanish in vocabulary, oral-reading-writing skills, and cultural study.

The objective of the world language program is to expose students from ages 3 through 12 to the diversity and interconnectedness of world languages and cultures, and to facilitate the development of listening, analytical, and memory skills, thus building aptitude in problem-solving and working with abstract concepts.

2d. Technology/library/media

The library program is a cross-curricula resource, providing both physical and digital resources to meet the needs of all students. We focus on skills and concepts related to literacy in grades PreK to Grade 6. Library skills, such as the use of databases, are introduced in the first grade and continually developed as students move throughout the grades. Students visit the school's learning lab once per week to work on a variety of interdisciplinary projects throughout the year. Project-based learning cultivates new experiences connecting students with information and ideas. Children are encouraged to select topics, locate and access relevant information, evaluate the information, and present it using a variety of formats. Information literacy promotes problem-solving and thinking skills within the context of our project learning. The library program strives to develop research skills and a lifelong appreciation of literature.

Further, Amagansett School constantly strives to integrate technology throughout lessons. Every classroom is equipped with a SMART Board and iPads. Additionally, Chromebooks and headphones are provided to every student. To ensure equity, hotspots are also provided if Wi-Fi is an issue at home. Technology tools have extended learning in powerful ways for both teachers and students. In addition to classroom learning, students have computer instruction once a week. Students are fully immersed in computer-based activities and gain a vast knowledge base of skills. Students are engaged in critical digital skills, including digital literacy, computer coding, keyboarding, and online safety. The school is Google based, and students are taught how to utilize as many aspects of the platform as possible. We subscribe to a multitude of apps and educational websites. A Digital Media Library provides access that allows the incorporation of all resources from our local library. The staff has a willingness to continually learn the evolving and ongoing innovations that technology brings. Professional development is supported by two teachers that provide after-school technology training and assistance to colleagues as needed.

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

Research Program:

Students in Grades 4, 5, and 6 had routinely participated in an independent Science Fair Project that had been presented both to external judges during the school day and to parents at an evening open house. The students with the highest-scoring projects went on to the Brookhaven National Lab Science Fair to compete against other student projects from across Long Island. This year, our students participated in a Research Fair. Following a five-step inquiry method, students developed two to three questions that guided their research in their chosen topic area. The school moved to a Research Fair as it promotes 21st century skills in the areas of communication, presentation, and independence. Allowing students to choose a topic area that they wish to research supports different and individual learning styles, levels of intelligence, and means of expression. Beyond building responsibility, student-driven research stimulates intrinsic motivation and honors each child's special talents and abilities.

Leader in Me Social Emotional Learning:

At Amagansett School, we have created a plan that will help prepare every child to be successful for the demands of the 21st century. Our plan's foundation is built upon Franklin Covey's "The Leader in Me" program. This program helps improve students' performance and fosters the qualities of independence (goal setting, organization, time management, and planning); interdependence (teamwork, conflict management, creativity, and analytical skills); and renewal (fun, desire to learn, and good health). The 7 Habits strengthen our school and community as they support diversity, equity, and inclusion and foster a supportive community culture.

The intentional focus on leadership develops the whole child and helps build interpersonal relationship skills. The Leader in Me program uses the Seven Habits of Happy Kids to help students become "leaders of their own learning." This philosophy is embedded within our school culture. It leads to higher levels of learning and greater satisfaction as the students take ownership of their academic goals and character development. The Leader in Me approach is based on 5 core paradigms: everyone can be a leader, everyone has genius, change starts with me, educators empower students to lead their own learning, and develop the whole person.

Summer Enrichment Program:

The Amagansett School Summer Enrichment Program abounds with academic adventures for students in Pre-K through Grade 4. Volunteers in fifth and sixth grade and alumni excitedly return to offer support to the summer staff, whether it be to work with their younger peers or to assist with the setup of the many projects the staff thoughtfully craft. This is a four-week program offered to all currently enrolled students from Pre-K through Grade 4. Each day is organized with a walking field trip or special guest activity. The program reinforces math and reading skills and incorporates STEAM kits, arts, crafts, and outdoor play. Learning is greatly enhanced by the relationships forged with Amber Waves Farm and Amagansett Library. We partner with the children's librarian, who orchestrates lessons around weekly themes and summer reading calendar activities. The Amber Waves farmer educator helps children by exploring harvesting, animal feeding, planting, and food-to-table cooking. During the summer program, students also enjoy magicians, local authors, South Fork Nature Museum visits, and boat building with the local Marine Museum.

3. Academic Supports

3a. Students performing below grade level:

Amagansett utilizes Response to Intervention (RtI), a proactive, multi-tiered early prevention and intervention system designed to improve student outcomes and identify and support students with learning and/or behavioral needs. Our RtI framework begins with high-quality instruction and comprehensive screening of all general education students using DIBELS and NWEA Map Growth assessments in the fall, winter, and spring to determine each student's instructional level, as well as their growth percentile, or how much they have grown each testing period in comparison to their national peers. NYS Assessments in

reading and math provide a benchmark to measure student achievement of the NYS learning standards. After each testing period, teachers at each grade level meet for collegial conversation meetings with the principal and RtI coordinator to review the whole class student data and identify students who have not mastered critical skills or are not making satisfactory progress. If referred to the problem-solving team, additional data collected from literacy screening tools, including Fountas and Pinnell benchmark assessments, the Wilson Assessment of Encoding and Decoding, student work samples, and curriculum-based assessments help the RtI team to identify if a student needs Academic Intervention Services (AIS). If identified, supplemental instruction is matched to student needs through differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing intensity and targeted focus of instruction. Multisensory and customized methods such as Orton Gillingham and Wilson Reading System help students use best practices grounded in research and success. Specific goals for each student are developed and approved by the RtI team based on student strengths and weaknesses. Some AIS programs used are Foundations, Prevention of Academic Failure (PAF), Leveled Literacy Intervention, Amplify Math/Reading, Xtra Math, IXL Reading and Math, Just Words, and TouchMath. The district goal is to bring students up to benchmark and exit them from supplementary services when no longer necessary.

3b. Students performing above grade level:

For students performing above grade level, both vertical and horizontal enrichment and instruction are employed. Lessons, centers, and small-group instruction are carefully designed to include challenges for students whenever they are ready to meet them. STEAM activities at all grade levels ensure that students have the opportunity to “think outside the box.” Technology programs such as IXL and Newsela allow students to learn similar content at different reading and mathematical levels. Amagansett School also offers a three-day weekly after-school enrichment program open to all students in grades K-6. The program, called Exploration Hour for kindergarten and first grade and Genius Hour for second through sixth grade, promotes staff-led programs for diverse and unique learning opportunities. Exploration Hour offers young students exposure to thematic literature, game and role-playing, writing and speaking activities, and collaborative outdoor play. Genius Hour offers students a variety of programs from which to choose, including classes such as Pickleball, World Language, Yoga, Art/Design, Jewelry Making, Lego Engineering, Maker Space, and the opportunity for Homework Help.

3c. Students with disabilities:

Amagansett School provides various programs, services, and supports to meet the needs of students classified through the Committee on Special Education, Committee on Preschool Special Education, and the Section 504 Committee. The Consultant Teacher program is offered at every grade level. All classrooms at Amagansett have a general education teacher and a special education teacher to assist any classified or AIS students requiring direct and targeted instruction. Often, the Consultant Teacher program is combined with the Resource Room program for students who qualify for extra support. There are Special Class programs for students who require the most support to access the general education curriculum. Various related services supplement the programs at Amagansett School, including Speech/Language Therapy, Occupational Therapy, Physical Therapy, Counseling, and Behavioral Consultation. Support for families includes Parent Counseling/Training and Behavioral Consultation.

Mental health is addressed through the aforementioned committees or referrals to the RtI/MTSS system. Tier 1 provides “check-ins” and counseling biweekly or monthly. Tier 2 provides counseling services to students who do not have mandated services, but require support weekly. Tier 3 includes counseling services to students who have mandated counseling in individual and small-group formats.

Crisis Intervention is provided as needed using the principles of the Crisis Prevention Institute (CPI). The school psychologist is a certified trainer for CPI, and fifteen staff members have completed either the verbal intervention training class or the extended nonviolent crisis intervention training class.

The school psychologist consults with outside providers and medical professionals and similarly collaborates with families for referral to external resources when needed or warranted. Lastly, Mental

Health Team meetings are held weekly to discuss concerns about students or situations within the community that impact the Amagansett families.

3d. English Language Learners:

The mission of the Amagansett School English as a New Language (ENL) Program is to create a learning-rich environment for English Language Learners (ELLs) through English language acquisition and academic achievement. Eight staff members are certified to work with ENL students. They strive to meet the unique needs of each language learner while advocating for their physical, emotional, and mental well-being. Throughout the school, their language and culture are respected and valued. ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving ELL students are aligned with New York State standards. ENL teachers support project-based learning and provide necessary resources to make learning experiences accessible for ELLs. Research-based thematic reading and computer programs provide opportunities to connect content with experiences that bridge curriculum gaps. Spotlight on English, Avenues, BrainPopELL, Zearn, Discovery Learning, and Explode the Code for Language Learners are just a few examples of curriculum and supplemental resources that reinforce concepts and provide necessary schema for ELLs.

ELLs performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. Assessment is conducted in the native language and English as appropriate. The information obtained is used to determine student academic progress and the level of English language acquisition, to refine services to ELLs, and to report outcomes. We screen new entrants with New York State Identification Test for English Language Learners (NYSITELL) and assess language acquisition each year with New York State English Language Achievement Test (NYSESLAT).

Parents and caregivers of new language students are essential members of the school community and are meaningfully involved in their children's education. A translating service is available at all parent-teacher conferences and school meetings. School flyers, report cards, and notifications are translated. A multicultural night is planned each year that celebrates the diversity of our school community through food, geography, music, and the arts.

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

Under the McKinney Vento Act, Amagansett School encourages full participation of any student facing homelessness and will provide the necessary support, transportation, and lunch when needed. Further, any student within our school that faces homelessness or food insecurity is provided with snacks and lunch. The staff, Amagansett PTA, and community members volunteer to provide items to families in need at holiday times and beyond, all coordinated confidentially. The East Hampton Food Pantry is available to any family in our district in need. The Amagansett Leadership Council, made up of fifth and sixth-grade students, organizes food drives within the school and then participates with the local food pantry to deliver and stock the shelves. The Leadership Council partners with the PTA to host a yearly coat drive before the colder weather sets in.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Amagansett School is committed to providing a safe, nurturing, and respectful environment for students. We aim to foster empathy, self-awareness, curiosity, and a sense of collaboration for students both within the building and within the community. Our rigorous academic programs, coupled with our social/emotional program, produce students that challenge themselves and are receptive and respectful of others' opinions and points of view. We celebrate and learn from each other's interests, cultures, and diversity. Amagansett School incorporates the Leader In Me character education program, which seeks to develop a child's ownership of their academic and social/emotional goals. We support the students in academic learning through differentiated instruction across grade levels, academic intervention services, and enrichment in an embedded curriculum. Students set their own goals for learning and achievement both in the classroom and on the NWEA Map assessments. We support students socially and emotionally through a once-a-week character education class at each grade level and building-level counseling and "check-ins" for any student in need. Students also support each other. Grades 4 through 6 act as reading buddies to their younger schoolmates. The Leadership Council, comprised of fifth and sixth graders, develops spirit days to celebrate throughout the year as well as organizing school activities and food and clothing drives. Parents are welcomed into classrooms to read or share expertise. A monthly school-wide assembly has students showcasing talents to an audience of peers and parents. Initiatives such as the Great Kindness Challenge, Rock Your School week, World Autism Day, and Rock Your Socks for Downs Syndrome have students coming together to celebrate their school and their classmates.

At Amagansett, we know our students very well – we know their interests, their strengths, their families, and their aspirations. This intimate relationship with our children helps to promote a school culture in which the students and their families know that all children here are loved, supported, and encouraged to reach their highest potential.

2. Engaging Families and Community:

At Amagansett School, we have a tight-knit relationship with families and community members, and all contribute to our students' academic and social-emotional well-being. To begin, the Amagansett PTA sponsors book fairs for students and a holiday fair each year, which allows students to purchase high-quality items for their parents and siblings at a reduced cost. The PTA can be called upon at any time to help promote or contribute to a school event. The PTA also works in partnership with the school and Leadership Council to collect coats and clothing each fall to help those in need. The Amagansett Fire Department brings trucks and firefighters to the school each year to discuss fire safety. In turn, the students visit the firehouse during Fire Safety Awareness Month. The school has a close relationship with the Amagansett Public Library and the children's librarian. The library sponsors after-school programs during the year and reading challenges over the summer. Different grades will visit the library to explore a particular theme, and the librarian is always present in the school to help kick off our Summer Reading Program. The East Hampton Education Foundation, a local not-for-profit, donates the summer books. Local scientists judge our Science Fair. As farming and fishing are a major part of the local economy, classes visit the local farm, Amber Waves, for farm education and the Marine Museum to learn about jobs and resources devoted to the sea. The East Hampton Historical Society educates the students on local history at our nearby historical sites. The Group for the South Fork leads our sixth graders and their peers from the East Hampton school district on educational nature walks. Parents and community members are encouraged to speak to classrooms and enlighten students about the multitude of jobs they may one day pursue. For example, a renowned local marine biologist volunteered to instruct our students about the effects of pollution on the ocean, and an architect of the same prominence volunteered to speak about the intricacies of architecture. We at Amagansett are so fortunate to have a wealth of local resources and experience so willing to benefit our students in unique ways.

3. Creating Professional Culture:

The building principal fosters a professional culture by supporting teachers and staff in any way possible to ensure school success in all areas. The school understands that renewed efforts are needed to meet the challenges presented by new and emerging social, economic, and global perspectives and demands. The principal supports teachers by promoting effective learning and productivity to impart meaningful change for teacher and student success. Through meetings and professional development, the school is dedicated to providing a culture of excellence. The principal and teachers foster an environment where risk-taking is supported to explore new practices that lead to increased student achievement. Support is growth-oriented, where all stakeholders can continually improve and work productively and collaboratively. Ongoing professional exchange is important to the system. The belief is that teaching expertise is developed and practiced. Teachers are collectively dedicated to the success of their students. An environment of shared learning is valued by the organization and prides itself on the common understanding that during professional exchanges, each participant is in a psychologically safe environment. Ideas are welcomed that foster improvement and challenge the status quo. This staff/principal commitment to communication and collaboration ensures each child meets their greatest potential.

Collegial leadership teams are committed to enhancing and improving professional practice. We utilize teams to focus on building our instructional core (students, teachers, and content). A primary focus this year has been the differentiation of instruction to ensure the growth of all students at all levels. To address student learning, the school began analyzing annual assessment results. Approximately six years ago, the principal enacted Collegial Conversations with teachers that occur three times a year after each administration of the NWEA MAP Growth assessments. Here student growth and progress are reviewed to address the needs of individual students. Teacher Leadership Teams were formed to further increase communication between the principal and teachers. The school's goal is to provide instruction that meets the needs of all learners.

4. School Leadership:

Amagansett School has one building administrator. The leadership philosophy that is followed at the Amagansett School is to provide the best educational organization to the students and families. The principal's leadership focuses is on ensuring growth in all areas for all, students and staff. This leadership structure produces skilled, talented, knowledgeable, and motivated professionals, which improves and supports the overall organization. Staff is empowered, and leadership is shared by all. Several teams meet weekly to collaborate and support and promote programs. The Lighthouse Team, derived from the Leader in Me social/emotional program, meets weekly to discuss ways to engage all staff in school leadership. The team consists of the principal, school psychologist, and teachers from various areas: PreK, kindergarten, special education, Grade 5, and SEL (Social & Emotional Learning). Our child study team is our RtI team and is facilitated by its coordinator and the school psychologist. The team meets with teachers to discuss ways to support students when the needs arise. The principal, psychologist, and special education case manager hold a Mental Health meeting weekly to discuss any needs of students and families. The principal meets weekly in grade-level leadership meetings; PreK, K-2, and 3-6. The mental health team joins, and the meetings discuss a myriad of issues from curriculum to supplemental resources. The principal also meets weekly with all special area teachers to discuss their needs and keep them abreast of changes in curriculum or events. A weekly Specialist meeting brings together the special education teachers to discuss student needs and resources. Special educators in our district also serve as co-teachers to the general education teachers bringing the most support possible to each classroom. Staff meets once a month for an after-school meeting led by the principal, which begins with a stress-relieving do-now before collaborating on the agenda of the day. The principal and select teachers participate in district Committees such as the Technology, Professional Development, Safety, and Response to Intervention/Multi-Tiered Instructional Support that meet at least quarterly to support district initiatives and goals.

5. Culturally Responsive Teaching and Learning:

Amagansett School promotes diversity, inclusivity, and equity within our classroom and our programs. We make a commitment to learn about and celebrate student cultures, heritage, customs, and traditions. Before the pandemic, we had a yearly multi-cultural night in which families brought in a craft, item, or food from their heritage. We hope to bring this gem back to our gymnasium this year. Amagansett teachers promote

diversity and appreciation for such through culturally responsive literature and videos. Parents are welcome to come and teach students about the traditions of their families. We maintain close contact with all families through newsletters, translated as needed, and translators present for parent meetings. Professional development for teachers reflects our commitment to encompassing our entire population. We have had training on special needs, unconscious bias, transgender, and social and emotional literacy. Our SEL curriculum, Leader in Me, promotes kindness, empathy, and compassion for all. It focuses on respecting all, listening and learning from others, and appreciating our differences. Amagansett prides itself on its warm and welcoming school environment. The population of Amagansett was not always representative of many diverse cultures. The silver lining in the pandemic was the influx of wonderfully diverse new members to our community which we celebrate daily.

PART VI - STRATEGY FOR EXCELLENCE

There are many reasons that Amagansett School can be considered a model for excellence in academic achievement. The collaborative approach to data-driven decision-making provides the basis for strategic planning as we develop professional learning opportunities, curriculum, technology, social-emotional learning, and cultural responsiveness, all focusing on growth for each and every child in the school. Administration and teachers share a long-term commitment to success for all. The Amagansett School began its data-driven decision-making in the fall of 2015. The administration provided professional development in data analysis while utilizing New York State Assessment results and NWEA Map assessment results. Three times every year, data is presented to review school performance in relation to state and national norms, along with grade level and individual student performance. Additionally, student achievement is tracked longitudinally to monitor and review each individual student's growth over time. Collegial Conversations are implemented three times a year to examine class and student data for staff to support their students in every way. Our staff is innovative and collaborative. They welcome and appreciate each other's talents and celebrate their successes.

To provide opportunities for student growth, project-based learning is embedded into the curricula and grade levels. Lessons may incorporate popular songs or showcase "Get Your Teach On." Teachers strive to bring quality education and fun to their students, knowing that they engage children when they are engaged with their teachers. Practices and training are supported as staff participated in the Renzulli Confratute to learn, discuss and develop ideas for enrichment for all. Through examination of data, leadership teams make informed decisions as they annually review, curriculum, teacher practices, and student achievement and growth

The dedication of the staff and the bonds made with students are most apparent year after year when former students visit. Amagansett seniors from the local high school, who left Amagansett School in 6th grade, don their caps and gowns and walk the halls of their elementary school! Students hold tight to the memories of their time here and the staff that encouraged them to succeed and loved each and every one of them. It is this commitment by the staff to the whole child that is the basis of our success.