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[X] Choice

Name of Principal <u>Ms Deanna Marco</u>

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

Official School Name <u>Naples Street Elementary School</u>

(As it should appear in the official records)

School Mailing Address <u>1055 Targee Street</u>

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

City <u>Staten Island</u>   State <u>NY</u>   Zip Code+4 (9 digits total) <u>10304-4450</u>

County <u>Richmond</u>

Telephone <u>(718) 876-4610</u>   Fax <u>(718) 876-4611</u>

Web site/URL <u>https://www.ps9si.org</u>   E-mail <u>dmarco2@schools.nyc.gov</u>

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

_____Date_____

(Principal's Signature)

Name of Superintendent* <u>Dr Marion Wilson</u>   E-mail <u>mwilson@schools.nyc.gov</u>

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>NYC Geographic District #31 - Staten Island</u>   Tel. <u>(718) 420-5746</u>

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

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr David Banks</u>

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____Date_____

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

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

Non-public Schools: If the information requested is not applicable, 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   50 Elementary schools (includes K-8)
   (per district designation):   12 Middle/Junior high schools
                                           9 High schools
                                           1 K-12 schools

                                           72 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")

   [X] 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	40
K	37
1	47
2	39
3	52
4	42
5	45
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	302

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

4. Racial/ethnic composition of   0.3 % American Indian or Alaska Native
    the school (if unknown, estimate): 17.8 % Asian
                                        7.6 % Black or African American
                                        22.8 % Hispanic or Latino
                                        0 % Native Hawaiian or Other Pacific Islander
                                        49.9 % 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 **to** the school after October 1, 2021 until the end of the 2021-2022 school year	10
(2) Number of students who transferred **from** the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2021	286
(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):

    Chinese, Russian, Arabic, Spanish

    English Language Learners (ELL) in the school: 6 %

                                                     17 Total number ELL

7. Students eligible for free/reduced-priced meals: 44 %

            Total number students who qualify: 134

8. Students receiving special education services with an IEP: 30 %
                 Total number of students served   90|

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.

42 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	8 Other Health Impaired
0 Developmental Delay	5 Specific Learning Disability
0 Emotional Disturbance	35 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504:   0 %
                 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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   11:1

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	94%	97%	96%	96%	95%
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 X

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.

At PS 9, Naples Street Elementary School, students, staff and families believe in working collaboratively to create meaningful opportunities for all members. At the heart of all that we do at PS 9 are our core values: Vision, Opportunity, Independence, Collaboration, and Expression, or VOICE.

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

As a New York City Department of Education (NYCDOE) school, PS 9 follows the NYCDOE Anti-Discrimination Policy: https://www.schools.nyc.gov/docs/default-source/default-document-library/public-notification-of-anti-discrimination-policy

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

PS 9 is a choice school. Families applying for pre-K and kindergarten use the New York City Department of Education (NYCDOE) application and are randomly selected. Siblings are given priority. Families applying for grades 1-5 use an internal application form from PS 9. A lottery is held based on the number of available seats.

For the Autism Spectrum Disorder (ASD) specialized programs, families apply through the ASD central office and must meet a specific criteria.

PART III – SCHOOL OVERVIEW

PS 9 Naples Street Elementary School opened its doors in 2013, with prekindergarten and kindergarten classes as well as the Autism Spectrum Disorder (ASD) Horizon program. Each year, an additional grade was added until the first fifth grade class graduated in June 2019. Currently, PS 9 is a three year old (3K) through Grade 5 school with a large population of students with disabilities and specialized programs for students with Autism. Through a rigorous, arts integrated, and inclusive curriculum, PS 9 students participate in a well-rounded arts education program with teaching artists dedicated to visual arts, musical theater, and dance. Students have many opportunities throughout the school year to express themselves in a variety of ways through theater performances, dance recitals, and art expositions.

At the heart of PS 9 are its core values: Vision, Opportunity, Independence, Collaboration, and Expression, or VOICE. "Vision" refers to the ability to set purposeful goals to grow as learners and thinkers. "Opportunity" is the belief in taking risks and trying new things to build confidence. "Independence" is defined as taking ownership and responsibility for your own learning. "Collaboration" allows the members to be part of a community that works and learns together. "Expression" is the use of words and actions for empowerment. VOICE is reflected in all instructional and social-emotional curricula, arts programs, pedagogical models, and everyday interactions between and among students, staff, and families. It is VOICE that has enabled all members of the PS 9 community to set purposeful goals and work together to achieve them.

Through VOICE, founding staff and families set a strong foundation for the evolution of the PS 9 community. As a small choice school with approximately 300 students, the school's small size contributes to its tight knit community, creating lasting meaningful relationships. Families choose PS 9 for their children based on its strong curriculum, specialized programs, and focus on the arts. As a result, a closely connected diverse community that serves everyone has been developed. Alumni and their families maintain strong ties to the PS 9 community as they return to attend performances, volunteer, and visit their former classrooms and staff. They return with a sense of pride and accomplishment, eager to reminisce and share their successes at the middle and high school levels. They often attribute their success to the education they received and the relationships they formed at PS 9.

PS 9 is proud to share that its special education programs include a 3K ASD class, a third grade ASD Horizon Class and an ASD Nest program in grades K-5 as well as an Integrated Co-Teaching (ICT) class in grades 1-5. The 3K ASD class is a bridged class for three and four years old with six students, one teacher, and two paraprofessionals (6:1:2). In this program, students receive comprehensive intervention and instruction to promote their academic, behavior, and social development. The ASD Horizon program is a class with eight students, one teacher, and one paraprofessional (8:1:1), which offers intensive intervention to students on the Autism Spectrum who are experiencing a moderate degree of challenge with social, behavioral, and communication development. The ASD Nest program is an integrated co-teaching classroom that supports students with mild challenges with social, communication, and behavioral development. An essential component to the ASD Nest program is Social Development Intervention (SDI), which is a social curriculum delivered through trained speech providers and their classroom teachers with a focus on social communication and pragmatic skills. Classrooms with ICT services include students with Individualized Education Plans (IEPs) and students without IEPs. No more than 12 (or 40 percent) of the students in the class can have IEPs. There are two teachers, including a general education teacher and a special education teacher. The teachers work together to adapt materials and modify instruction to make sure the entire class can participate.

There are a variety of strategies used to encourage and challenge all students to reach their full potential. Across all subjects, including reading, writing, math, social studies, science, and the arts, there is a common curriculum planning template, which was developed and revised as a team to allow teachers to design rigorous, standards based, instruction. Each year teachers reflect on the planning and delivery of instruction to make changes for the upcoming year that will strengthen their curriculum and pedagogy. In addition, teachers work in teams to analyze multiple sources of data to make curricular adjustments to meet the needs of all students, whether to remediate or challenge.

One of the greatest undertakings of the last three years has been the development of PS 9's social-emotional learning (SEL) curriculum and the integration of culturally responsive sustaining education (CRSE) practices within the curriculum. By collaborating with professional organizations, teacher teams have developed a comprehensive SEL curriculum that addresses the needs of all students. Furthermore, teachers have also worked to ensure that the diverse culture of our staff, students, and their families is represented and appreciated.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

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

PS 9 is a Teachers College Reading and Writing Project (TCRWP) School. We use the TCRWP framework to plan and deliver instruction through a balanced approach. Teachers study the New York State Next Generation Standards to develop units of study in reading and writing that develop the skills and strategies needed to become fluent readers and writers. All students read and write across all genres including narrative, informational, and opinion. Teachers deliver instruction predominantly through the workshop model where students are provided with explicit instruction, an opportunity to practice strategies, time to work independently and in groups, and a time to evaluate and reflect on their own learning. Students have a great deal of voice and choice in the workshop model as they select the books they read, topics to write about, and strategies they employ when carrying out a task. In addition, students have many opportunities to engage in conversations about their learning. Students participate in book clubs, Socratic seminars, debates, and feedback discussions to strengthen and deepen their development as readers and writers.

The success of our readers and writers is underpinned by our teachers' abilities to assess their students' growth. In reading, teachers use a schoolwide protocol to design both pre and post assessments to ensure consistency in administration and scoring on and across grades. Assessments are aligned to the priority standards of a unit as well as standards we have identified through data collection as maintenance standards. Additionally, teachers frequently assess students' reading levels using the Fountas and Pinnell (F&P) Benchmark Assessment System. Teachers in grades K-2 collect data on letter identification, sounds, and sight words for students who have not yet met the benchmark in order to determine interventions necessary to hasten progress. In writing, teachers utilize the pre and post assessment prompts and resources from TCRWP. Teachers have met to develop and revise the scoring rubrics as well as norm administration. By analyzing data yielded from the pre-assessments, teachers provide targeted support through small group and individual instruction. Through formative assessment practices including conferences and observations, teachers often make midcourse adjustments to units and small group plans.

An initiative this year has been the integration of the Teachers College Reading and Writing Project units of study, small group phonics assessment and instruction, and decodable texts in grades K-2. Teachers have been administering the individual phonics assessments and using that information to group students and plan and implement small group instruction that targets specific concepts in phonics and then pairs students with rich, decodable texts that allow students to generalize the targeted skills and strategies in books. As a result of this implementation, the number of students reading at or above grade level has increased in kindergarten and first grade. In kindergarten, the percentage of students reading at or above grade level grew from 25% to 83% from January to March. In first grade, the percentage of students reading at or above grade level grew from 64% to 81% from January to March.

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

PS 9 utilizes a balanced math approach for planning and instruction. The teachers do not rely solely on a textbook to teach mathematics. Rather, they consult many resources and utilize different components to develop a balanced mathematician the way they develop a child in reading. All units are aligned to the New York State Next Generation Learning Standards and include opportunities for students to develop fluency, automaticity, conceptual understanding, problem solving, and inquiry skills while maintaining the core school structures of collaboration and assessment capable learning. Teachers use a variety of pedagogical structures such as congress, error analysis, gallery walks, mental math mini-lessons, workstations, centers, and investigations to ensure that students develop the foundational and conceptual understanding they need when they enter the upper grades. In kindergarten and first grade, students receive 60 minutes of daily math instruction. In second and third grade, students receive 75 minutes of daily math instruction. In fourth and fifth grade, students receive 90 minutes of daily math instruction.

Students at PS 9 have strong number sense and problem solving skills that have been developed by several consistent structures in the math curriculum. In every grade, students participate in dot and number talks, clotheslines, and a problem solving block. Dot talks are short routine class meetings that help children build number sense, articulate their thinking, and appreciate different perspectives. Number Talks are short exercises aimed at building number sense. As a part of this routine, students are thinking, asking their peers questions, and explaining their own thinking all while the teacher records their thinking. The clothesline is a manipulatable number line that makes the facilitation of class discourse on number sense much more efficient and effective. The clothesline is dynamic, meaning that the "benchmark" numbers may be adjusted when needed, as well as the values that are placed on the line. In problem solving, students follow agreed upon protocols to analyze a problem, make a plan for solving it, implement the plan, and justify the plan using mathematical reasoning. Like in reading and writing, students engage in conversations about their learning in these structures including discussions on strategies, explaining their thinking and perspectives to their peers, and providing actionable feedback.

In math, teachers collaboratively develop standards based pre and post assessments according to the schoolwide protocol. Assessments include questions that address the priority standards of a unit as well as maintenance standards. The vertical math team ensures continuity in design and growing levels of complexity. Teachers themselves take and score the assessments to norm assessment practices. To assess students' mastery of numbers and operations, teachers administer fact fluency assessments in each grade. These assessments are benchmarked based on the facts and numbers that students must master fluently and/or automatically in each grade. Teachers formatively assess students using structure based checklists using observational data. Data from formal and informal assessments are used to make unit adjustments and small group plans.

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

PS 9 provides students with a hands-on approach to learning science through the Amplify science curriculum. Teachers use both the New York State Next Generation Learning Standards and Amplify to develop robust units of study in which students take on the role of scientist or engineer to develop problem solving skills through the scientific method as they investigate issues that are posed at the beginning of the unit. By collaboratively developing models and participating in the discussion, students grow conceptual understanding and ideas to provide solutions to the real-world problems posed in the unit. In addition to the investigatory approach, students work with content-rich resources to collect information, develop research skills, strengthen close reading and inferring skills, build scientific arguments, and reflect on their learning. Furthermore, teachers extend and enrich students' learning in science through field trips where students can discover and apply information in the content area. Students in kindergarten through fifth grade have 90 minutes of science instruction each week. In kindergarten through third grade, there is a dedicated science cluster teacher who teaches science. In grades four and five, classroom teachers provide science instruction as part of the departmentalized model.

Similar to reading and math, teachers follow a specific set of guidelines to develop and administer science assessments. Using content resources, teachers create their own pre and post assessments to assess student growth in the unit. In addition, teachers develop unit checklists to formatively assess students as they perform tasks and activities. Both formative and summative assessments provide teachers with the information they need to tailor lessons to student needs and interests.

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

Similar to science, PS 9 encourages students to make sense of the world they live in by studying the past, making connections, and examining different perspectives. Using the Passport to Social Studies curriculum as a guide, teachers plan units of study aligned to the New York State Next Generation Learning Standards to develop content knowledge and critical thinking. Each unit is based on essential questions and outlines the skills, practices, and knowledge needed for students to understand big ideas in social studies. Like in reading and writing, teachers use the workshop model to promote discussion, research, analysis, and informed decision making. Students have access to and study a variety of rich and diverse primary and secondary sources in order to gain an understanding of society. Teachers "layer" texts by providing students

with multimedia resources so that students can truly understand the people, time period, or location they are studying. This allows students to develop empathy, become astute consumers of information, and make knowledgeable decisions. Lastly, students have the opportunity to make authentic connections to their learning through field trips. Students in kindergarten through fifth grade have 90 minutes of social studies instruction each week.

As part of the "layered" approach, the social studies curriculum is closely connected to literacy and the arts. PS9's art team meets regularly with classroom teachers to determine natural areas of integration and then makes deliberate decisions that deepen student learning in social studies. Students have performed the midnight ride of Paul Revere, made mischief as Anansi the Spider, created Chinese ink paintings, and weaved Kente cloth. These interdisciplinary activities allow students to have a full range of experiences in the social studies curriculum.

Teachers follow a protocol with a specific set of guidelines to develop and administer social studies pre and post assessments. Using content resources, teachers create their own pre and post assessments to assess student growth in the unit. In addition, teachers develop unit checklists to formatively assess students as they perform tasks and activities. Both formative and summative assessments provide teachers with the information they need to adjust lessons to student needs and interests.

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

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

PS 9 includes preschool for four-year old students. In the prekindergarten program, early academic skills for reading, writing, and math as well as social-emotional development are addressed. Teachers implement the thematic units of study designed by the New York City Department of Education. Teachers revise the units in alignment with the instructional initiatives of the school since a significant number of prekindergarten students move into kindergarten classes at PS 9. Teachers implement themes through read alouds, center activities, and student talk routines. In math, teachers supplement the math curriculum using Building Blocks, which develops early math knowledge through small group and whole group activities, primarily games. Teachers implement the school's social-emotional thematic units which align with the school's core values. Students learn about important dispositions and habits such as collaboration, perseverance, resourcefulness, empathy, and empowerment through participating in read and video alouds, role playing, and play. Throughout the school day, students self and peer assess their performance using picture based success criteria.

The prekindergarten curriculum is aligned with the New York State Next Generation Standards for prekindergarten students and kindergarten students. Teachers study the standards closely and implement them in an abbreviated workshop model for students to maximize their readiness for kindergarten. Students who show early literacy behaviors are assessed and matched to books. Students with emergent writing skills are encouraged to draw, label, and write sentences. Teachers use math models and tools including the number grid and rekenrek to develop number sense essential for kindergarten. Through whole and small group workshops and play, teachers address the New York State Next Generation Standards for prekindergarten and kindergarten.

The impact of prekindergarten instruction is strong. Eighty percent of prekindergarten students articulate into kindergarten. By the end of their kindergarten year, an average of 70 percent of students are at or above grade level in reading.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

PS 9 offers dedicated instruction in visual arts, dance, and musical theater through licensed artists, who are experts in their art form. These experts develop units of study aligned with the NYC Blueprint for the Arts and the New York State Next Generation Learning Standards. Through targeted instruction, the art teachers design day to day lessons that allow students to develop skills in order to achieve the essential question(s) of the unit. All students in pre-K-5 participate in the three art forms at least once per week. Students in pre-K have dance and musical theater two times per week throughout the year. Students in grades 4-5 have dance, musical theater, and visual arts two times per semester.

The arts team frequently meets with grade level teams to ensure consistency in structures and language, plan performances, and integrate the curriculum. All grades perform as part of the curriculum. In grades pre-K through 3, students study literature in their classroom and bring it to life in the art studios. In grade 4, students take their learning of a historical event and put on a production. In grade 5, students learn to play an instrument and perform as a band. The artists work collaboratively to prepare for these performances through dance, set designs and props, music, and theater.

2b. Physical education/health/nutrition

The physical education program supports all students in building an active lifestyle and is designed to engage students in fun ways to develop their fine and gross motor capabilities through a skill-based progression of units that are based on the New York State Learning Standards for Physical Education and National Association for Sports and Physical Education Standards. All students in grades pre-K-5 participate in physical education at least once per week. Students in pre-K and grades 4-5 have physical education two times per semester.

All units are built on a skills based progression, where students learn individual skills, practice them with peers, and apply them to real world activities. The physical education teacher follows a lesson plan that includes a fitness based warm up, a model of targeted skill, independent practice, and a share. Students have the opportunity to converse with each other based on strategy development or feedback based on the unit's success criteria. There is great consistency among the classroom conversation and feedback structures and those used in the physical education setting. The physical education teacher assesses student performance using a rubric and/or success criteria based on observation and teacher questioning.

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

2d. Technology/library/media

PS 9 has developed a technology scope and sequence for grades PK-5 to ensure appropriate and consistent integration of technology throughout the grades. This scope and sequence addresses the skills that should be mastered by the end of each grade level, keyboarding, and ways to integrate technology into the classroom. The scope and sequence also suggest specific applications be taught vertically throughout the grades to ensure proficiency. Students and teachers have become proficient in the use of Google Classroom, Google Slides, Google Jamboard, Epic, Raz-Kids, Prodigy, and Padlet. Students use technology to research, draft and revise their work as well as to provide feedback to each other. Apps such as Raz-Kids and Prodigy allow students to develop fluency in reading and math. Over time and post COVID, the scope and sequence has been revised as what was originally intended was mastered much sooner than expected. To date, PS 9 continually revises the scope and sequence based on informal assessments of the students' capabilities, changes in curriculum, and new developments with technology. Integration of technology is delivered by the classroom teachers.

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

3. Academic Supports

3a. Students performing below grade level:

PS 9 designs curriculum maps with Universal Design for Learning (UDL) guidelines to ensure that all learners can access and participate in meaningful, challenging learning opportunities. Through the integration of UDL guidelines, students are offered choices in paper, graphic organizers, resources, manipulatives, tools, etc. These supports are built into each unit to allow students of all levels with supports based on their needs and choice. For example, in a persuasive writing unit, all students produce a persuasive essay using evidence gathered from research guided by criteria based on grade level standards. Students performing below grade level will be exposed to and be responsible for the same criteria, however, these students will work collaboratively on one topic guided by the teacher. They will read, research, and find the evidence in grade level texts through guided reading as opposed to independent reading. They will be exposed to mentor writing pieces and provided with writing stems to support the development of writing. These students may have a finished product with one less paragraph than students performing at grade level.

Students performing below grade level are offered Response to Intervention (RTI) Tier I intervention support in their classroom through small group instruction. PS 9 also offers RTI Tier II intervention support for reading and math through four different RTI cycles of learning. The administration collects and analyzes benchmark data to determine which students are below the benchmark at that time of the year. These students are then provided with 8-10 weeks of intense support (4 days per week for 30 minutes per day) by a trained educator. Student data is tracked, then students are reassessed to determine if they need an additional cycle of RTI.

3b. Students performing above grade level:

In addition to the above-mentioned UDL strategies, PS 9 tailors instruction for all students through impact teams by collecting and analyzing data from formative and summative assessments including observations, anecdotal records, checklists, classwork, and exit slips. These formal and informal assessments are used to make adjustments to the curriculum and inform instruction. Grade teams meet daily to discuss student work and progress and make adjustments within their maps and to their daily plans. In addition, grade teams meet weekly to conduct Evidence, Analysis, and Action (EAA) impact team meetings. During EAA team meetings, student work is thoroughly examined through the use of a standards based holistic rubric. Teachers collaboratively determine the next steps using the Visible Learning Influences as a guide for planning. Teachers develop a plan of action, including the design of resources and plans, and deadlines. Teachers execute the plans and then use the Check In Protocol to determine the impact and continued next steps.

Through EAA team meetings, teachers set specific plans for students on, below, and above grade level. Specifically, students above grade level will analyze more complex texts with multiple layered characters, become strategy coaches to lead small groups, create a mentor or tool, compute with larger numbers, etc. As a result of vertical planning, teachers have a deep understanding of the grade level standard as well as the standard below and above. This supports teachers in differentiating lessons and tasks for students.

3c. Students with disabilities:

In addition to all of the above mentioned strategies and structures, Individual Education Plans (IEPs) are utilized to support students with disabilities. Classroom teachers, along with related service providers such as speech, occupational therapy, physical therapy, and guidance counselors, work collaboratively to develop tools and strategies driven by the students' goals set forth in the IEP. Since 39 percent of students with IEPs are in specialized ASD programs, there are specific structures to support students in these programs including a staff coach and bimonthly meetings. The coach works with teachers in ASD programs to support teachers with assessing, planning, and delivering instruction to students in the ASD classes. The bimonthly meetings allow teachers, administrators, and support staff time to regularly meet to conduct case studies and receive professional development to meet the needs of the students in the ASD programs. Lastly, students in the ASD programs participate in Social Development Intervention (SDI). SDI is an evidence-based program that supports the social-emotional development of ASD Nest students by addressing social challenges including dynamic interaction, problem solving, social engagement, and information integration. SDI is

taught in small groups three to five times a week and reinforced throughout the day.

On the 2021-2022 New York State English Language Arts (ELA) exam, 86% of all students met standards. However, only 71% of students with disabilities met standards. To address this achievement gap, teachers have participated in professional development sessions through TCRWP to specifically address the needs of students with disabilities. The ELA and special education vertical team meetings focus on developing tools and strategies to support special populations. For example, during ELA leads meetings, the team ensures consistency across grades in annotation and ways to differentiate annotation. During special education leads meetings, the team shares executive functioning artifacts to be used as a toolkit across grade levels. In addition, writing success criteria are examined across grades to ensure access as well as consistency.

3d. English Language Learners:

English Language Learners (ELLs) represent a growing population, currently at 5%. ELL students are supported through all of the above mentioned structures and strategies. PS 9 firmly believes that ELL students learn best from well trained ELA teachers. Delivery of ELL services depends on the level of the ELL students. Instruction is a combination of both push-in and pull-out. No matter how the service is delivered, the ELL teacher constantly collaborates with the classroom teacher to adapt lesson questions, vocabulary, resources, and discussion prompts. To support the development of the English language, ELL students are often grouped in triads for discussion. There are two peers that are fluent in the English language who serve as models for the ELL student.

Through the use of Google Drive, all teachers have access to the units of study for each grade. The ELL teacher previews each unit and day to day teaching point planner as well as reviews formative assessment data collected in conjunction with the classroom teacher in order to provide multiple access points for ELLs via whole, small, and individual instruction throughout the school day. The ELL teacher co-teaches, parallel teaches, and alternative teaches using visuals, frontloading, and/or task analysis when necessary to meet the needs of ELLs within the class. Instructional approaches and methods include the use of manipulatives, pictures, diagrams, and charts to emphasize and highlight key academic vocabulary for each subject area, as well as a rehearsal of newly acquired language related to the content. To support literacy development across content areas, ELL students use familiar texts across disciplines. ELL students participate in projects in each unit in heterogeneous groups so that they have access to and support from other students as well as the opportunity to serve in a leadership capacity.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

In addition to the implementation of VOICE, PS 9 has developed a strong Positive Behavioral Intervention and Supports (PBIS) program. Through the implementation of the PBIS approach, a safe, inclusive environment has been established for all students, staff, and families. PBIS is a schoolwide initiative that addresses social, emotional, and behavioral competence to ensure academic achievement. An established PBIS program with well known schoolwide expectations exists with support for helping all students achieve important social and learning goals based on our school's guiding principles of Safety, Teamwork, Actions, and Respect (STAR). There is a common language for staff, students, and parents, goals and themes, as well as clearly modeled expectations that are defined in all areas of the school building. PBIS, in combination with the Social and Emotional Learning (SEL) curriculum, allows for schoolwide expectations to be taught through themes that align with our core values, schoolwide read-alouds, philanthropic projects, and specific activities. The SEL team develops three units of study per year that incorporate the school's core values, the social justice standards, Culturally Responsive and Sustaining Education (CRSE) statements, and college and career readiness development. The units are: Collaboration, Perseverance and Resourcefulness, and Acceptance and Empathy. Through student interest and evaluative surveys, engagement is monitored and revisions are consistently made to ensure student motivation. In addition, a student driven committee called the Student Voice Association (SVA) has served as a powerful mechanism for student leadership and advocacy, which is a direct connection to the school's success. Students are making decisions about programs, assemblies, and interventions to ensure the environment is safe, respectful, and positive.

At PS 9, the schoolwide structure of a community circle has been established to foster trusting relationships and encourage a positive learning environment. Community circles are a safe place for students to discuss their strengths, talents, needs, wants, and concerns. Students build trusting relationships and develop a sense of community with their teachers and peers. As part of the SEL curriculum, a structure for community circle has been developed where students engage in a greeting, grounding, and problem solving. Along with that structure are resources such as breathing activities, feelings charts, conflict resolution task cards, and positive affirmations. In addition to community circle, PS 9's Social Worker plans and implements bi-weekly lessons to support students with social-emotional skills that are integral for navigating school and life.

Lastly, the work done to incorporate the pursuits of identity and joy through the integration of CRSE standards across grades and curriculum has created a positive environment for students. Students are encouraged to share their identity and culture and appreciate differences through perspective taking. Through this work, students build on their strengths and are able to find joy throughout the school day.

2. Engaging Families and Community:

Families are invaluable resources to the PS 9 community. As such, families are welcomed and encouraged to be part of their child's daily school life in a variety of ways. One successful strategy is parent involvement through participation at monthly Family Days, school performances, family workshops, and school events. This type of involvement allows families to gain firsthand experience with the curriculum and instruction. Family Days and workshops are strategically planned based on family survey data. For example, families expressed interest in learning more about how the school integrates culturally responsive teaching which resulted in two Family Days focused on this topic.

PS 9's communication system is a support for student success and school improvement. All communication goes through an application that translates messages to ensure consistent and appropriate communication with all families. Through this application, teachers are able to share classroom events, highlight curriculum and celebrate students. Teachers send weekly messages to families highlighting their child's positive contributions to content or the school community. Through this application, families have easy access to staff members to share any relevant information regarding their child.

PS 9 provides families with many resources about the curriculum including unit letters and feedback. For every unit, teachers send out an electronic message and a hard copy of unit letters which provide an overview of the unit, vocabulary, success criteria, and resource charts that students will use in the unit. Teachers share student performance data frequently through assessment folders. Through this, families can see how their children are performing and ask questions or schedule time to speak with the teacher. Teachers also inform families of their children's performance through weekly feedback on homework that is based on success criteria and rubrics. This lets families know if any improvements need to be made in order to assist their children with meeting standards. Teachers use results from homework and assessments as a source of data to inform their instruction.

PS 9 families have opportunities to share their VOICE through school surveys, focus groups, and at meetings. PS 9's School Leadership Team (SLT) selects a focus group, designs surveys, and analyzes data from the surveys in order to assist the administration with evaluating structures and strategies for engaging families in the community. During the 2021-2022 school year, administrators met with focus groups to get feedback on the CRSE work and communication systems. Families expressed they were happy with how their children are learning about other cultures as well as how the school has used communication applications and social media to share what their children are learning in school.

PS 9 has a strong partnership with the New York Center for Interpersonal Development (NYCID) for students that participate in afterschool programs. PS 9 collaborates with NYCID to develop opportunities for the children based on their interests, needs, and social-emotional growth. The program supports students with homework help, provides students with time to engage in structured play and physical activities, and facilitates the development of relationships. Some clubs that are offered are ukulele, coding, dance, cooking, and martial arts. These programs have offered students with varied experiences. In addition to NYCID, PS 9 also partners with Projectivity, Marquis Studios, the Staten Island Zoo, the College of Staten Island, and New York University.

3. **Creating Professional Culture:**

PS 9 believes that teachers are experts and can direct their own learning. As such, PS 9 consults with teachers at the beginning, middle, and end of the school year to assess their professional development needs. Teachers anonymously complete surveys rating the effectiveness of the professional development they receive as well as the with which they work. Administrators analyze the data in order to develop and revise professional development plans.

PS 9 has several professional partnerships including TCRWP, The Core Collaborative, New York University (NYU) Nest Project, and the Lighthouse Collaborative. TCRWP holds teacher workshops and provides a consultant to work with teachers in lab sites where they directly model strategies with students and coach teachers, and meet with teachers to plan units of study, lessons, and small group plans. The Core Collaborative works with teachers to plan and implement structures and routines that promote number sense and problem solving as well as supporting learning dispositions and the transfer of learning.

In addition to professional organizations, teachers are the best source of professional development. In each grade, there are content leads including an ELA lead, math lead, impact team lead, and special education lead. These leads either develop the units of study, impact team inquiry cycles, or differentiation options across subject areas. They provide professional development to their grade level colleagues at bimonthly admins and weekly impact team meetings. In addition, each lead meets as a team with their vertical counterparts and administration every 6 weeks to discuss student data, and make curricular decisions, and visit classrooms. Inter-visitations based on administrative observation cycles, impact team inquiry, and leads is a consistent structure for professional learning. The administration has time built into the schedule to provide coverage for teachers to visit their colleagues.

The impact of these professional development partnerships and structures is profound. Because teachers meet often across grades and vertically, there is a tremendous amount of consistency from grade to grade in terms of organizational and instructional structures. For example, all success criteria have the same format and are used in the same way from grade to grade. This has allowed the feedback that students provide to

each other to be more specific, actionable, and helpful. In addition, our number sense structures of dot talks, number talks, and clothesline are consistent from kindergarten to grade 5 which allows students to develop good number sense and have deep conversations about numbers and operations and their relationships. In addition, PS 9's New York State test scores in math have placed the school first in the district at 94% proficiency for the 2021-2022 school year despite the pandemic. PS 9 has been recognized for its math and literacy instruction, student performance, and hosts many visitors from across New York City.

4. School Leadership:

PS 9's focuses on a facilitative leadership approach with an emphasis on student achievement and student and staff voice. Administration engages in collaborative decision making that ensures the needs of stakeholders are met.

One major structure in the school that exemplifies the philosophy of facilitative leadership is Leads, which includes ELA leads, Math leads, Special Education leads, and Impact Team leads. Leads are experts in their content or roles on their grade level team. Responsibilities of a lead include participation in professional development, development of curriculum maps and assessments, planning and implementing an agenda, preparing materials for meetings, and developing actionable next steps through distributive leadership. In addition, leads meet regularly with the administration as a vertical team to create policy, assess and strengthen schoolwide structures, and ensure alignment across grade levels. ELA and math leads developed the school's guide to creating assessments, which addresses the format of assessments, number of questions, question types, etc. In addition, these leads developed the grading policy for their respective content areas. Math leads created fluency benchmarks through the grades and determined the use and types of manipulatives to be used by specific grade levels. ELA leads developed and implemented standards based success criteria through the grades. The special education leads are experts at creating differentiated tasks as well as tools and resources to support struggling students. As a result, a bank of shared resources exists for all staff to use. Impact team leads design and implement the action research cycles based on an identified topic of need. Administrative roles on these teams are facilitative in nature, which provides opportunities for other staff members to be leaders.

The Student Voice Association (SVA), a newly developed team, is led by volunteer staff including classroom teachers, cluster teachers, therapists, guidance counselors, and a social worker. These staff members took on this role as a result of their passion for leadership and their desire to develop a team of students in their own leadership. Staff were invited to develop the SVA with no guidelines, parameters, or templates. SVA staff members worked with the students to create roles, meeting structures, agendas, and assemblies. Furthermore, SVA staff taught students to analyze student survey data to create a community action plan, engage in public speaking at PTA meetings, and develop meaningful philanthropy projects within the school community. Through facilitative leadership, this team created a structure that promotes student voice and student achievement as agents of change.

The School Leadership Team (SLT) is a 10 member team composed of the principal, assistant principal, United Federation of Teachers (UFT) chapter leader, Parent Teacher Association (PTA) president, elected staff, and parent members. At these monthly meetings, the team collaboratively develops the school's Comprehensive Educational Plan (CEP) and ensures that it is aligned with the school-based budget. All stakeholders are involved in decision making related to policies, programs, and resources related to student achievement.

5. Culturally Responsive Teaching and Learning:

PS 9 ensures culturally responsive teaching and learning in a variety of ways. First, the school has developed a welcoming and affirming environment where students and families of diverse backgrounds feel like they belong through the implementation of Social Emotional Learning (SEL) units and the PBIS program. The SEL units include social justice standards with links to identity, equity, and empathy. Second, PS 9 staff has studied Ghouldy Muhammad's Historically Responsive Literacy Framework from the book Cultivating Genius in order to ensure an inclusive curriculum and assessments. Muhammad's five pursuits of identity, skills, intellectualism, criticality, and joy are integrated within the reading, writing, and math curriculum as

well as the arts. Identity is a schoolwide pursuit that is integrated across all grade levels and content areas. Some examples of identity that PS 9 explores are names, academic strengths, and ethnic and cultural identities. By recognizing, embracing, and celebrating each student's identity, a sense of trust and belonging has emerged. As a result, PS 9's hashtag is #webelong. Criticality is another area of focus where teachers integrate opportunities for students to explore power and equity from a young age. For example, students in the lower grades study the unequal distribution of power between humans and endangered species. In the upper grades, students research how weather and natural disasters disproportionately affect poorer communities in ELA. In math, students have explored the hunger crisis and ways to address it.

PS 9 believes that students should see themselves and others in the resources they use. In this way, students open their minds and deepen their perspectives of others. To support this, PS 9 has provided staff and students with a diverse library and different ways of analyzing texts by labeling them as windows, mirrors, or sliding glass doors. Books are mirrors for students when they see their own lives reflected in the texts. Books are windows when students get a view of lives that are different from their own. When students refer to a book as a sliding glass door, they feel like a part of the story and develop empathy for the characters. These terms are introduced in kindergarten and follow students through the grades.

PS 9 regularly conducts focus groups which allow the administration to gather perception data and perspectives from different stakeholders on important topics. In particular, diversity and inclusion in PS 9 is a common topic for discussion with parent groups and student groups. In preparation for a focus group, questions are designed with the School Leadership Team as talking points to facilitate an open conversation to gather honest and informed input from selected parents or students. With this information, an action plan is developed to address the feedback in relation to the topic. This structure allows for the voices of all stakeholders to be heard.

PART VI - STRATEGY FOR EXCELLENCE

One practice that has been the most instrumental in the school's success is referred to as "admin time." Admin time is a block of time utilized for planning that is embedded into the school's schedule. A school-based option (SBO) allows the United Federation of Teachers (UFT) members the ability to collaboratively modify contractual articles not automatically allowed under the DOE-UFT contract. Members can use the SBO process to change their school schedule. Through the SBO, teachers receive a 60 minute lunch daily. That 60 minute lunch is clustered between two admin periods to provide a consistent three period planning block of time. The additional admin periods are available because funds are set aside in the budget to hire an additional cluster teacher. In other words, through funding an extra cluster teacher and the SBO for the 60 minute daily lunch period there are various admin blocks of time in the schedule throughout the week. Each grade has at least two admin times per month.

ELA and math leads are experts in their content or role on their grade level team. A major responsibility of a lead is to write the curriculum map for each unit of study prior to the admin time. The lead attends professional learning, plans out the day to day lessons, and creates the assessment for the unit. Then, the lead and administration go through the feedback cycle where administration reviews the curriculum map and all its components to ensure standards alignment, appropriate pacing, differentiation for all learners, valid assessments and CRSE work are present and accurate throughout. Once the curriculum map is approved the lead prepares for admin time by developing an agenda and preparing all necessary materials to teach the content to the team of teachers.

Administration and teachers collaboratively decided that admin time consists of unpacking standards, "doing" the math, planning for struggles and strategies, taking the assessment, checking in on long term goals, and reviewing day to day lessons. Admin time is not time for planning the unit, rather it is about learning the content of the unit from the lead in order to be prepared to teach it. "Admin time" has become a necessary structure in the development of teacher content knowledge and our curriculum. Over time PS 9 has increased student proficiency and teacher knowledge as a result of this structure. As a result, less than 15% of students are in response to intervention services.