

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 25 Elementary schools (includes K-8)
6 Middle/Junior high schools
5 High schools
0 K-12 schools
36 Total schools in district
2. District per-pupil expenditure: 18419

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	32	29	61
K	77	80	157
1	73	62	135
2	78	58	136
3	59	58	117
4	67	55	122
5	67	64	131
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			859

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
19 % Asian
16 % Black or African American
17 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
45 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	57
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	77
(4)	Total number of students in the school as of October 1, 2011	859
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 7%
Total number of ELL students in the school: 57
Number of non-English languages represented: 9
Specify non-English languages:

Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian, French, and Punjabi.

9. Percent of students eligible for free/reduced-priced meals: 51%

Total number of students who qualify: 436

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 19%

Total number of students served: 161

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>21</u> Autism	<u>0</u> Orthopedic Impairment
<u>4</u> Deafness	<u>35</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>71</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>47</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>3</u>
Paraprofessionals	<u>57</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>1</u>
Total number	<u>139</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

20:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	94%	94%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

P. S. 222 is a Pre K – 5 elementary school located in Brooklyn, New York. We currently have 872 children enrolled in our school. We are a barrier free school, which services special needs students. Within our school community we have various types of classes to support our students. For example, we have Enrichment classes; an Integrated Co-Teaching class on each grade; four Self-Contained classes; and three ASD (students with Autism Spectrum Disorder) classes.

Our Mission Statement is: "At P.S. 222 we celebrate cultural, ethnic, and academic diversity. We believe that maintaining high expectations for all of our students, including English Language Learners and Special Education students, is critical to their success. We are dedicated to the education of the whole child and strive to create an atmosphere in which all students are nurtured emotionally and receive the support necessary to excel academically. We recognize that all children bring their own templates of individual talents and learning styles. At P.S. 222, we incorporate the Common Core Learning Standards and Habits of Mind into every area of the curriculum in order to foster academic excellence in all of our students. It is our firm belief that by maintaining academic rigor, in a respectful and nurturing environment, we will help all of our children reach their fullest potential."

The staff of P.S. 222 works tirelessly to provide our students with the best education possible. These highly qualified dedicated individuals work collaboratively to prepare lessons, share best practices, and nurture our children in order to have success in life and be college and career ready.

In September 2012, we were identified as one of the few schools in District 22 to be named by New York State as a Reward School. We displayed remarkable performance, made AYP for all subgroups; and our combined Math and ELA Performance Index ranked among the top 20% of the state.

One of the many strengths of our school is our ability to provide an education where our children are taught to think critically, develop their character, and become active citizens. Our rigorous curriculum promotes critical thinking. Students are engaged in genuine discussions facilitated by the teachers. Teachers and administrators work towards a shared vision, which fosters critical thinking.

We believe in the importance of developing strong character traits. All staff members serve as role models. They show excellence in daily interactions with each other and the students. To aide in this endeavor we utilize Habits of Mind. Our goal is to nurture active citizens who are college and career ready and have the ability to make decisions that will enhance humanity. We believe relationships are perpetuated by the ability to empathize with one another, open oneself to another's feelings, and then react with truth and compassion. We promote citizenship through our Respect and Kindness campaign. Every Friday the principal announces students and their act of kindness over the loudspeaker. A bar graph is kept to record the class with the highest amount of acts of kindness. The class with the highest amount of kind acts is rewarded with a special treat.

We are champions of the arts as evidenced by our many performances. Kindergarten conducts an annual "Song Fest" centered on character building and patriotic themes. Our First Grade students perform culturally diverse holiday songs and dances. Our Second Grade students participate in a *Kids On Broadway* performance, where children develop musical appreciation and dance skills. The Brooklyn Philharmonic completes a residency with our third grade students every year. This ongoing collaboration involves planning with the teachers, designing instruction for the students, and reflecting on the progress of the previous year's residency to achieve optimal success. Our fourth grade students are taught to read notes and rhythms and learn the recorder in preparation for our spring concert for parents and the school community. Our fifth graders are invited to become members of our school band, chorus, and percussion

ensemble. A full time music teacher, a part time dance teacher and a part time visual arts teacher support our Arts curriculum.

Over the years, our staff has mastered the ability to “student watch.” Teachers and paraprofessionals are asked to spotlight five students who they watch carefully throughout the year and provide specific interventions to address the areas in need. Teachers and administrators meet to brainstorm further interventions and check the progress of students. Our Speech, Occupational, and Physical Therapists complete “Update Forms” three times a year. This provides our therapists with an opportunity to reflect on the progress of their students and share an individual plan of action for future growth with parents, teachers and paraprofessionals.

Our numerous accomplishments indicate that we are, and continue to be, a high performing school and are worthy of National Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Public School 222 administers the New York State Assessments in English Language Arts and Mathematics. Each student receives a scale score that is within four levels. A score within the Level 1 range means the student's performance did not demonstrate an understanding of the grade level standards. A score of Level 1 indicates that the student did not meet the criteria for promotion. A score within the Level 2 range means that the student met the basic standard by demonstrating a partial understanding of the grade level skills. A score within the Level 3 range means the student met proficiency by demonstrating an understanding of the grade level skills. A score of Level 4 means that the student exceeded proficiency standards by demonstrating a thorough understanding of the grade level skills.

Scores in Levels 3 and 4 are considered to be proficient and acceptable according to the schools standards. Scores that fall below Level 3 are not considered acceptable according to the standards. Students who receive Level 1 do not meet the criteria for promotion to the next grade and must demonstrate grade level proficiency through portfolio work or by attending summer school. Students who score a low Level 3, a Level 2, or a Level 1 are identified to receive greater support through our Response to Intervention Tier system.

B. A review of the data for Public School 222 over the last five years indicates a record of high performance for all students in English Language Arts and in Mathematics. From the period of 2007-2012 the performance of all students on the New York State English Language Arts examination were 86%, 96%, 79%, 77% and 79% respectively. From the period of 2007-2012 the performance of all students on the New York State Mathematics examination were 96%, 96%, 90%, 87%, and 87% respectively. While fluctuations in scores indicate a loss over time in the number of students who scored in Levels 3 and 4, it is important to note that significant changes to the NYS examinations have taken place. During this time, the New York State Education Department raised the English Language Arts and Mathematics cut scores for the Basic and Proficient performance levels. In addition, the tests have increased in rigor and complexity to prepare our students for college and careers.

Some of the factors that lead to our success are that we provide all students with a rigorous curriculum and provide differentiated support according to student need. "Student-watching" is our specialty at P.S. 222—we use frequent formative and summative assessments to help us to understand the learning needs of our students. Through careful analysis of these assessments, we customize mini-lessons, small group instruction, center activities, and homework according to the needs of our students.

From 2007-2012, in the area of Mathematics, the data indicated that students with a socio/economic disadvantage, African American students, and Hispanic students scored at or near the performance of all students. Students who receive special education services performed at or near the performance of all students in mathematics during the 2007-2008, 2008-2009 and the 2011-2012 school years. The results of English Language Learners indicated an achievement gap in Mathematics during this time.

From 2007-2012, in the area of English Language Arts, the data indicated that students identified with a socio/economic disadvantage, and African American students scored at or near the performance of all students. The results of Hispanic students, English Language Learners and Special Education Students indicated an achievement gap in English Language Arts during this time.

During the 2011-2012 school year, 79% of all students scored in Levels 3 and 4 on the English Language Arts exam. However, it is noted that only 45% of Students with Disabilities and 0% of our Limited English Proficient Students scored in Levels 3 and 4 on the English Language Arts Exam. A review of the

2012 NYS Mathematics Assessment data indicated that 87% of all students scored in Levels 3 and 4. However, it is noted that 64% of students with disabilities scored in Levels 3 and 4. We also note that 50% of students with limited English Proficiency scored in Levels 3 and 4.

We are working to close the achievement gap for our Students with Disabilities and our Students with Limited English Proficiency. Our weekly team meetings focus on analyzing student progress and improving instructional strategies for all students, including special education students and students with limited English proficiency. We have implemented various technology supports to help improve the performance of students in these subgroups. This includes the use of Smartboards, I-pads, and Rosetta Stone Software. To support our English Language Learners, we have purchased On Our Way to English, bi-lingual dictionaries and bi-lingual trade books.

2. Using Assessment Results:

At P.S. 222 we have developed many systems to use assessment data to analyze and improve student and school performance.

One example of a successful system we have in place is that we administer monthly ELA assessments in Grades 2 -5. The assessments include multiple choice and written response questions aligned to the Common Core Learning Standards. These assessments are scored using a computer program that supplies us with an item analysis by skill. A benefit of this program is that we are able to identify the specific areas of strength as well as areas of weakness and in turn provide the students with instruction to meet the area(s) of need. In addition, classroom teachers meet to discuss trends and share effective strategies during grade meetings and grade Inquiry meetings.

Frequent assessments are also embedded into our mathematics curriculum. Prior to each unit of study, students are given a Pre-Assessment to assess understanding of concepts before they are taught. These assessments allow teachers to plan for multiple entry points, determine the amount of time necessary for each topic, and identify supporting skills that need to be taught. Assessment tasks are also embedded throughout the unit to further determine understanding. This information is used to plan re-teaching mini-lessons and differentiated homework or classwork. Our goal is to find and address misunderstandings before the culminating assessment, which is given at the end of every unit of study.

P.S. 222 has developed “The Student Assessment Record” to systematically record student assessment data over time. This system was developed by school administrators to provide a class snapshot of important assessment data using a spreadsheet. Each September, classroom teachers meet in the school cafeteria to review data on their incoming students. Teachers record the previous year’s guided reading level, citywide and state test results. Throughout the year, teachers record new information on this sheet. For example, guided reading levels are recorded on this form three times during a school year. In addition, results from benchmark assessments, citywide assessments, and state assessments are recorded on this form. This allows us to analyze trends and measure progress throughout the school year.

Another example of a successful practice which promotes student improvement and school performance is teacher conference notes. Conference notes are used as an informal assessment to measure student progress and improvement. Teachers conduct individual reading and writing conferences with students and record their observations as to the strategies the children use while they work with them. The teachers provide specific feedback to the children highlighting successful strategies they observed and make specific recommendations on the strategies they should use while working independently. These conference notes are used as a reference during each conference to monitor student progress. In addition, this information is used by teachers to create differentiated lesson plans.

Keeping parents informed of student assessments results is another key factor of our success. Throughout the school year, parents are informed of assessment results in all subject areas. We have a school wide

assessment chart where students record the name, date and score of their assessment. Parents are asked to sign the form after each assessment and help students develop a goal for making improvements or progress. We send home assessments, when possible, or send home sample questions. We also send home copies of rubrics so parents are familiar with expectations.

All New York City parents have access to the ARIS (Achievement Reporting and Innovation System)parent information system, which is set up specifically to keep parents informed about student achievement. This website provides each parent with access to a webpage that contains specific assessment information on their child. We encourage our parents to access this website. In addition, following each citywide Acuity assessments, parents have access to an online parent report and students can access literacy and mathematics activities that are customized for them based on their test results.

3. Sharing Lessons Learned:

Public School 222 has been happy to share successful strategies with other schools. Our school has been recognized for our effectiveness and model teaching in our Integrated Co-Teaching classes. We have been asked by the New York City Division of Students with Disabilities and English Language Learners to share our best practices with new teachers in the Integrated Co-Teaching program. Several of our teacher teams were asked to participate in panel discussions with newly paired teacher teams throughout the city. A Department of Education Support Specialist visited our school, interviewed teachers, videotaped model lessons, and met with school administrators to inquire about the practices we have in place to meet the needs of our special education population.

Throughout the years, our school has been asked by principals from within and outside our district to host various teacher teams from their schools. They have expressed an interest in observing our Literacy, Math, and Writing block. During their visits they see first-hand our classroom management techniques and ways that we differentiate instruction to meet the needs of our students. At the end of each visit our teachers conduct a debriefing session in order to answer any questions that our visitors may have for them.

We have staff members who are part of the NYC Fellows Program. Once they've completed their requirements they become consultants for the program. As a result of their success in the program they then host new members to the program. This allows these individuals an opportunity to see first hand the teaching practices of the teachers.

We also receive requests from college professors in Brooklyn to host their student observers and student teachers. We have students assigned to our classroom teachers as well as our various therapist departments (speech, occupational therapy, physical therapy, adaptive physical education). We provide these college students with an opportunity to observe our best practices so they can turn-key these practices with their college classmates and use them in their future teaching careers.

4. Engaging Families and Communities:

At P.S. 222 we take pride in working with family and community members to ensure the success of our students. In order to achieve the level of success we have had over the years, we first promote a close home/school relationship. At the first Parents' Association meeting in September, our Principal delivers a welcome speech to parents in attendance. She introduces the members of the Administration and welcomes them to our school community. She shares with them school data related to testing results from the previous year; staffing plans and support services that will be implemented for the school year; expectations for students and parents, and any other necessary information. Also, at the beginning of each year, we encourage families to share any pertinent information about their child with their child's teacher.

We send home a survey asking parents to fill out information to help us get to know their child better. For example, we ask them to share information about their child's work habits, their strengths, and

any strategies that have been successful. If we have this communication with parents/guardians then we know we have built a pathway for success.

Throughout the year, we encourage parent/guardians to be active members of their child's education. Parents are invited to school celebrations, award ceremonies, and performances. We survey families on their needs and preferences and host parent information workshops based on topics of interest.

We have a strong relationship with local community leaders. We receive grants and funding for special programs. For example, our Senator has generously provided us with funding for an electrical upgrade so that air conditioners could be installed throughout the building, and technology funding to upgrade our computers in classrooms. Also, our Councilman provided funding for our computer laboratory and a residency with Brooklyn Philharmonic. These officials become visible members of our school community. We form partnerships with them and they attend our special assemblies. For example, our Summer Reading Assembly is conducted in partnership with our local Assemblyman. In addition to the Summer Reading Challenge we provide for our students, our Assemblyman also sponsors a reading challenge for our children over the summer. He then attends our assembly and presents the children with books and prizes for their efforts. These community leaders also invite our children to participate in various contests throughout the year, such as, writing essays for Black History Month and Women's History Month.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Instruction is provided in all curriculum areas for the number of periods per week as mandated by New York State.

In the area of English Language Arts, a balanced literacy approach is used at all grade levels, Pre K-5. Through this methodology, the Common Core Learning Standards in reading, writing and language are developed in both large and small group settings. Both formative and summative assessments are critical components of the Balanced Literacy program. The results of these assessments are used to address learning needs and to plan next steps for individual students.

In Mathematics, the Workshop Model of instruction is implemented through the Envisions Mathematics Program. The program has been modified so as to progress in the sequence outlined by the Common Core Learning Standards. Students are taught in both large and small group settings using a To, With, and By approach. Instruction is rigorous and differentiated according to need and topic. Students are encouraged to explain their reasoning both verbally and in writing. Assessments have been adapted to reflect the rigor of the Common Core Learning Standards and are integrated throughout the mathematics program.

In Science, lesson plans are created at each grade level to coincide with the progression of the Common Core Learning Standards. Again, instruction is in the Workshop Model thus allowing teachers the opportunity for short, directed instruction while giving students many opportunities to collaborate in small groups with teacher support or to work independently to further explore topics. Science concepts are further developed through hands-on experiences, investigations, and experiments.

The Social Studies curriculum is in alignment with the Common Core Learning Standards for each grade. In Pre Kindergarten through Grade 5 teachers implement the Workshop Model to introduce and develop Social Studies concepts. Cluster teachers and classroom teachers address key topics through direct instruction, cooperative groups and pair/share teams. In addition, students engage in long term research projects to further their understanding of important Social Studies topics.

Classrooms are equipped with the latest technology including lap top computers, projectors and Smart Boards. Teachers use this equipment in order to enhance teaching and learning in all curriculum areas.

P.S. 222 has a full time music teacher with a dedicated, soundproof music room. The music teacher follows the NYC Blueprint for Learning in order to design lessons that are engaging and that address the Common Core Learning Standards. Students learn to play instruments through small group instruction during the day and before or after school.

Students receive instruction in the Visual Arts through their classroom teacher and the Visual Arts teacher. The NYC Blueprint for the Arts is used as a guide for designing grade-appropriate lessons. As a result of this instruction, the school halls are filled with authentic student art work covering a wide range of genres.

The school has two gyms to accommodate Physical Education instruction for students. We have one Physical Education teacher and one Adaptive Physical Education teacher. These teachers collaborate in order to design instruction that meets the needs of students while addressing the Common Core Learning Standards and New York State mandates.

2. Reading/English:

For over ten years, our school has used Balanced Literacy as our reading curriculum. Balanced Literacy encompasses a whole group Shared Reading lesson, small group guided reading lessons, independent reading, and writing. It addresses all necessary strands for language acquisition: phonemic awareness, phonics, reading comprehension, vocabulary, and writing. It is a comprehensive system. According to research, it is the most effective approach because it provides students with greater support and builds independence. Our teachers developed literacy units of study that are aligned to the standards.

The instructional methods used at P.S. 222 are modeling, Think Aloud, Workshop Model (to, with by), using the Skill of the Week, Strategy of the Month, Text Based Questions, Close Reading, and small group instruction. Students are assessed through embedded assessments, benchmark assessment, DRA, guided/independent reading conferences, etc. Our instruction is aligned to the standards.

In Kindergarten, our students acquire their foundational reading skills through the use of the researched-based program, Foundations. We begin the year with pre-reading skills of phonemic awareness through song and nursery rhymes. Our students are also exposed to daily reading experiences such as Read Aloud, Shared Reading, and eventually guided reading. As our students move onto first and second grade, we continue to use the Foundations program to reinforce phonics skills, and support below grade level students. There is an increase in the time spent in Guided Reading and Independent Reading. In Grades 2-5, we increase the time spent on guided and independent reading, and less time is spent on foundational skills, unless there is a need for it.

All students receive guided reading instruction on their reading level and read independently on their level. Students who are above grade level are challenged with texts on their ability level and are given differentiated rigorous tasks. These students participate in Book clubs, collaborative projects, research projects that require higher level thinking skills such as synthesizing and analyzing.

Students performing below level are immediately identified based on their embedded assessments results. Specific targeted interventions are put into place to work on the specific area of need. For example, Reading Plus Fluency helps to build comprehension skills, New Heights helps to develop fluency skills. These are just a few of the interventions we have in place and they are closely monitored by the classroom teacher and are modified as needed.

3. Mathematics:

Our school's mathematics curriculum is driven by the Common Core Learning Standards. Each grade created curriculum units of study. These units now reflect the major work of each grade in order to align to the new Instructional Shifts as were set forth by the Department of Education for the 2012-2013 school year. As part of our units of study, student progress is frequently assessed. There is a pre-assessment, embedded tasks and a culminating task. Our units are continually evolving based on the progress of the students.

In order for our mathematicians to reach optimal success, we keep parents well informed of our instructional practices. The EnVision program is supported by technology, manipulative materials and practice materials which are in workbook and textbook formats. This is also made available for parents to view online.

The instructional method we use is the Workshop Model (To, With, By approach). We also use think alouds, and modeling to demonstrate concepts. There is a great emphasis on problem solving and we teach problem solving strategies. We work closely with the children to strengthen their ability to explain their mathematical reasoning. We teach students that there is more than one way to arrive at an answer. We model how to convey in words how they came to their answer. Also, we emphasize Accountable Talk during the mathematics block.

We encourage the use of manipulatives and graphic organizers. Mathematics is taught with real world examples so students recognize the practical application. Our curriculum builds on prior knowledge and experiences. To promote foundational mathematics skills, we use the Snap Facts program to encourage acquisition of facts.

Students who are below grade level are pulled for a small group re-teaching lesson daily. Through diagnosis and frequent assessment, we form groups based on need to provide both remediation and enrichment. In addition, we provide support in mathematics through an early morning program, extended day program, Tier I and Academic Intervention Services. Specialized teachers use different methodologies in the Academic Intervention Programs. Students who are above grade level are provided differentiated tasks that are rigorous and challenging. We use concrete visual representation to support students in learning mathematics concepts.

4. Additional Curriculum Area:

One curriculum area that is emphasized at P.S. 222 is Science. Our science curriculum is aligned to the Common Core Learning Standards. Through science, our students acquire essential skills in literacy, social studies, listening and speaking skills, mathematics, research, and technology. The science curriculum is not taught in isolation. Our science program helps promote emotional and social skills.

Our science lessons are taught using the Workshop Model. The teacher demonstrates a concept; students are guided with the teacher and have an opportunity to practice in a small group or with a partner. Teachers adapt to various learning styles and include opportunities for hands on learning, visual aids, technology, and grade appropriate texts. The lesson provides an opportunity for class discussions based on what was learned. Student progress is frequently assessed with pre and post assessments, and embedded assessments. In addition, students conduct experiments and engage in exploration. We have coupled with the District 22 Honorable Anthony Genovesi Environmental Study Center for frequent classroom visits. Students have experiences with live organisms such as plants, tadpoles, frogs, fish, turtles, lady bugs, caterpillars, and butterflies.

Classroom teachers collaborate with the science cluster teachers on an ongoing basis. Our classroom teachers support the content area curriculum. Our science teachers are well versed in that they work closely with the teachers to design lessons that meet various learning styles of all of our students. The science curriculum is seamlessly woven into our literacy block. Students read content area texts related to the unit of study during Shared Reading, Guided Reading, and Independent reading.

P.S. 222 celebrates the work of our student scientist by hosting an Annual Science Fair. Our students are taught the scientific method and how to conduct an experiment. Students are encouraged to work collaboratively with a friend or independently. Students conduct research, form a hypothesis, conduct an experiment, and draw a conclusion based on the results. Students are required to create both an oral and a visual presentation. Projects are displayed in our Science Lab and in the hallways to showcase the efforts of our students.

The Science Department created curriculum maps for each grade level. The lessons are modified and adapted depending on the needs of the students. Notably, our science teachers participate in the same professional development opportunities as classroom teachers; therefore, the Curriculum maps have a strong cohesive design that incorporates the school's mission and instructional focus.

5. Instructional Methods:

In all of our classes we provide all students including ELLs, Special Education, Enrichment, and At-risk students with differentiated instruction. Teachers assess students formally and informally to identify their strengths and weaknesses. Based on the data they collect, they create differentiated activities for the

children to complete. As part of the Workshop Model teachers provide direct instruction where they model and use a Think Aloud method to demonstrate concepts. In order to meet the various learning styles of the children in their classes, the teachers utilize visual supports, hand-on materials, and movement activities to meet these needs.

We utilize technology within the classrooms to support instruction. We use targeted intervention programs such as Headsprout, Starfall, Earobics, Reading Plus Fluency, Raz Kids, V-Math Live, Ticket to Read, and Acuity. These programs allow individual students to work on activities that meet their individual needs. We also use technology programs to analyze assessment data and help us to form instructional groups.

Through continual assessment we identify students who are At-Risk (the lowest third). These students are provided with tiered intervention services. The first tier is provided directly in the classroom by the teacher. We have a Student Support Team that meets each month to discuss and brainstorm best practices and strategies for teachers to implement in the classroom to meet individual concerns. Progress is monitored and if necessary a Tier 2 intervention is put into place. At this level, whenever possible, we provide children with small group, targeted intervention out of the classroom.

One of the reasons we chose the EnVision Mathematics Resource program was due to the fact that it provided supplemental re-teach activities as well as enrichment activities. There is also an on-line component for parents to review a lesson (present and past) thus solidifying the home-school connection.

We challenge our students by providing rigorous enrichment activities. To ensure high levels of student learning and achievement we have partnered with the Brooklyn District Attorney's Office to involve our students with the Legal Lives program. An Assistant District Attorney visits with a selected class on a regular basis and exposes the children to legal terminology, legal issues, and conflict resolution situations. In addition, they compete in the Mock Trial where the children act out a case, and role-play as if they were in an actual courtroom. This is just one example of how we supplement instruction.

6. Professional Development:

P.S. 222 is a successful school because we encourage the professional development of all staff members. We promote collaboration and the sharing of ideas. We are a community of learners developing each other's talent.

Professional Development is provided during faculty conferences, (with power point presentations), grade meetings, Team Meetings, class inter-visitations, and pre/post observation conferences. Professional development is executed on designated dates issued by the Department of Education, in daily interactions, and every Wednesday afternoon from 2:35 until 3:25. We provide differentiated professional development to classroom teachers, cluster teachers and paraprofessionals. We cater to the needs and interest of the staff as evidenced by observations and our use of surveys to plan workshops.

Citywide Instructional Expectations are delineated through a formalized system of communication. Once the expectations are defined by the Department of Education, we build upon them at the school level by researching and understanding the expectations and shifts. School administrators design a plan of action. We evaluate the impact of professional development to ensure that it supports student achievement. This is shared with all staff during our first Faculty Conference in September and revisited throughout the year.

Professional Development is further supported by our Network Staff. The administrators attend monthly meetings with the Network Staff to learn best practices and convey the information to our staff. It is incumbent upon the principal and assistant principals to create opportunities to communicate pertinent

information to the staff. Therefore, we utilize teamwork. Our commitment creates a collegial atmosphere, which supports critical thinkers and reform.

Teachers are in different stages of their professional development. To build staff capacity, we invite teachers to attend outside Professional Development workshops that are of interest to them. We then ask them to turn-key the presentation to their colleagues.

Instruction is improved through constructive feedback. Administrators engage in “learning walks”, “inter-visitations”, formal and informal observations. These are opportunities for the principal and assistant principals to supervise, facilitate or provide feedback to the teachers. These visits allow for celebration and validation of best practices and encourage further collaboration. Furthermore, the observations consist of pre and post observation discussions focused on improving instruction and student achievement. Therefore, these interactions are perceived as conversations with a trusted expert as opposed to a directive from the boss.

7. School Leadership:

The leadership philosophy of our school is highly collaborative with a clear direction toward a shared vision. The Leadership Team is comprised of the principal and two assistant principals and is supported by staff developers. This team ensures policies are followed, relationships are nurtured, and resources are utilized to promote student achievement.

The Leadership Team promotes the vision that all students will achieve. The pathway to the vision is disseminated to the school community in a myriad of ways. For instance, monthly letters related to literacy instruction, discussions at the Parent Association Meetings, School Leadership Team meetings, frequent telephone calls, monthly Town Hall meetings, and numerous workshops help perpetuate the vision. The staff is provided with a handbook, a living document, which outlines the vision and serves as a road map to attainment. Policies and expectations are clearly displayed and functions as a resource.

Empathy and the ability to utilize it permits our principal to demonstrate leadership in her actions and interactions with teachers, staff, parents, and the community. The Leadership Team and the Instructional Team utilize resources inside and outside of the school to focus on student achievement. We work with many organizations to ensure student success. For example, we work with our Councilman and a local community organization to provide an after school program that offers academic and enrichment opportunities.

Effective leaders elicit aid and offer opportunities for challenging work; this is a standard practice at P.S. 222. Success is reliant on all stakeholders understanding the vision and how to achieve success. Therefore, we operate with a School Leadership Team comprised of parents, teachers, a paraprofessional, a school aide, an assistant principal and the principal. They meet once a month in an open forum to discuss how to promote student achievement.

We acknowledge the importance of identifying, facilitating, and nurturing individuals toward leadership roles. Our current assistant principals were both former P.S. 222 teachers who showed leadership promise. They were recognized for their talent and encouraged to pursue a degree in supervision and administration and eventually joined the administrative team. We believe in developing leaders at all levels. Therefore, we elect a leader for each grade who meets with the principal and assistant principals to listen, review data, and formulate plans. We also implemented the “Para as Facilitator” program where one paraprofessional from each class is trained in leading instructional groups to improve student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Mathematics

Edition/Publication Year: 2008-2012 Publisher: Pearson/CTB McGraw

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & 4	76	84	89	95	97
Level 4	18	21	54	57	39
Number of students tested	116	131	142	146	132
Percent of total students tested	30	31	34	36	34
Number of students alternatively assessed	4	3	1	1	2
Percent of students alternatively assessed	57	37	14	13	23
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	67	84	89	95	94
Level 4	15	21	54	57	31
Number of students tested	61	131	142	146	51
2. African American Students					
Level 3 & 4	67	80	76	86	97
Level 4	13	12	36	27	31
Number of students tested	24	25	33	36	32
3. Hispanic or Latino Students					
Level 3 & 4	50	70	100	94	100
Level 4	8	5	55	18	54
Number of students tested	12	20	22	17	17
4. Special Education Students					
Level 3 & 4	42	61	79	68	91
Level 4	0	19	43	14	29
Number of students tested	19	31	28	22	24
5. English Language Learner Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	2	6	5
6.					
Level 3 & 4					
Level 4					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean					

that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

13NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS ELA

Edition/Publication Year: 2008-2012 Publisher: Pearson/CTB McGraw

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & 4	71	75	82	95	97
Level 3	13	7	28	39	39
Number of students tested	115	130	141	146	133
Percent of total students tested	30	34	34	36	35
Number of students alternatively assessed	4	3	1	1	2
Percent of students alternatively assessed	57	37	14	13	20
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	64	75	82	95	81
Level 3	8	7	28	39	26
Number of students tested	61	130	141	146	58
2. African American Students					
Level 3 & 4	67	64	79	72	86
Level 3	4	4	21	9	11
Number of students tested	24	25	33	33	29
3. Hispanic or Latino Students					
Level 3 & 4	33	71	82	76	76
Level 3	0	5	36	15	12
Number of students tested	12	21	22	13	17
4. Special Education Students					
Level 3 & 4	42	48	64	55	58
Level 3	11	3	7	16	17
Number of students tested	19	31	28	18	24
5. English Language Learner Students					
Level 3 & 4	Masked	Masked	Masked	50	Masked
Level 3	Masked	Masked	Masked	10	Masked
Number of students tested	6	2	1	10	5
6.					
Level 3 & 4					
Level 3					
Number of students tested					
NOTES:					
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13NY10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Mathematics

Edition/Publication Year: 2008-2012 Publisher: Pearson/CTB McGraw

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & 4	92	82	59	96	97
Level 4	74	12	54	64	39
Number of students tested	130	148	142	129	133
Percent of total students tested	33	35	24	24	35
Number of students alternatively assessed	2	2	1	4	2
Percent of students alternatively assessed	2	3	14	50	23
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & 4	89	82	89	96	94
Level 4	65	12	54	64	50
Number of students tested	57	148	142	127	70
2. African American Students					
Level 3 & 4	88	82	76	97	90
Level 4	62	11	36	51	48
Number of students tested	26	38	33	33	29
3. Hispanic or Latino Students					
Level 3 & 4	89	82	100	93	100
Level 4	50	7	55	50	35
Number of students tested	18	28	22	14	20
4. Special Education Students					
Level 3 & 4	70	55	79	82	73
Level 4	50	3	43	23	14
Number of students tested	30	29	28	22	22
5. English Language Learner Students					
Level 3 & 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	2	5	4
6.					
Level 3 & 4					
Level 4					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS ELA

Edition/Publication Year: 2009-2012 Publisher: Pearson/CTB McGraw

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	85	89	76	96	96
Level 4	22	12	14	64	63
Number of students tested	130	148	148	129	126
Percent of total students tested	33	35	36	32	33
Number of students alternatively assessed	2	2	4	4	3
Percent of students alternatively assessed	28	25	57	50	30
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	79	82	76	96	77
Level 4	18	12	14	64	11
Number of students tested	57	148	148	129	56
2. African American Students					
Level 3 & Level 4	77	82	59	77	79
Level 4	12	11	3	7	14
Number of students tested	26	38	37	30	29
3. Hispanic or Latino Students					
Level 3 & Level 4	83	82	63	78	61
Level 4	22	7	6	35	0
Number of students tested	18	28	16	14	18
4. Special Education Students					
Level 3 & Level 4	47	55	47	37	47
Level 4	7	3	12	8	0
Number of students tested	30	29	17	24	19
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	7	5	4
6.					
Level 3 & Level 4					
Level 4					
Number of students tested					
NOTES:					
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For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the					

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http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

13NY10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Mathematics

Edition/Publication Year: 2008-2012 Publisher: CTB/McGraw

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	92	88	90	96	98
Level 4	61	40	48	65	58
Number of students tested	144	144	147	130	126
Percent of total students tested	37	34	35	32	33
Number of students alternatively assessed	2	3	2	3	5
Percent of students alternatively assessed	29	37	29	38	55
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	89	88	90	96	96
Level 4	49	40	48	65	53
Number of students tested	82	144	147	130	55
2. African American Students					
Level 3 & Level 4	91	78	79	93	95
Level 4	57	17	26	17	45
Number of students tested	35	36	38	29	22
3. Hispanic or Latino Students					
Level 3 & Level 4	93	76	88	95	100
Level 4	56	9	25	47	50
Number of students tested	27	17	16	19	10
4. Special Education Students					
Level 3 & Level 4	73	50	53	83	76
Level 4	38	14	12	27	46
Number of students tested	26	14	17	19	10
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	7	6	1
6.					
Level 3 & Level 4					
Level 4					
Number of students tested					
NOTES:					
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13NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS ELA

Edition/Publication Year: 2008-2012 Publisher: Pearson/CTB MCGraw

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Level 3 & Level 4	81	73	79	96	98
Level 4	9	13	30	64	58
Number of students tested	139	143	124	130	126
Percent of total students tested	36	34	30	32	33
Number of students alternatively assessed	1	3	2	3	5
Percent of students alternatively assessed	29	38	29	38	50
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	78	73	79	96	90
Level 4	4	13	30	64	17
Number of students tested	78	143	124	130	61
2. African American Students					
Level 3 & Level 4	74	66	66	88	71
Level 4	6	6	17	21	19
Number of students tested	34	35	29	24	21
3. Hispanic or Latino Students					
Level 3 & Level 4	85	41	77	77	73
Level 4	0	0	0	23	18
Number of students tested	26	17	13	13	11
4. Special Education Students					
Level 3 & Level 4	46	36	33	40	54
Level 4	0	7	9	0	16
Number of students tested	26	14	23	15	13
5. English Language Learner Students					
Level 3 & Level 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	4	3	1
6.					
Level 3 & Level 4					
Level 4					
Number of students tested					
NOTES:					
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13NY10