

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Renny Fong

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

Official School Name P.S. 130 Hernando De Soto School

(As it should appear in the official records)

School Mailing Address 143 Baxter Street

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

City New York State NY Zip Code+4 (9 digits total) 10013-3604

County New York

Telephone (212) 226-8072 Fax (212) 431-5524

Web site/URL http://www.ps130m.org E-mail rfong@schools.nyc.gov

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*Ms. Bonnie Laboy E-mail blaboy@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City School District #2 Tel. (212) 356-3815

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 916 Elementary schools (includes K-8)
 - 285 Middle/Junior high schools
 - 532 High schools
 - 65 K-12 schools

1798 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	14	36
K	58	54	112
1	59	66	125
2	97	63	160
3	91	86	177
4	85	86	171
5	77	104	181
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	489	473	962

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 88 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 3 % 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 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(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, 2015	970
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 15 %
141 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Spanish

7. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 419

8. Students receiving special education services: 14 %
134 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>18</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>24</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>73</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects	41
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X
If yes, select the year in which your school received the award.

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

Public School 130 Hernando De Soto fully embraces its vision and mission: "Excellence in Education - Enrichment for All Children."

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

PART III – SUMMARY

Public School 130 Hernando De Soto fully embraces its vision and mission, “Excellence in Education – Enrichment for all Children.” PS 130 aims to be a diverse and inclusive learning community of students, families, and educators dedicated to the pursuit of learning and excellence in education. The school is grounded in the belief that effort creates ability. Every individual has the right to an education that empowers him/her to shape society as participatory citizens. We take a whole child approach to education, providing each student with academic rigor, meaningful experiences, and unique opportunities. All stakeholders strive to maintain a school culture rooted in hard work, respect, and responsibility, made possible by a positive, safe, and nurturing environment. We support the potential for growth and success in each and every member of our community. PS 130 has a tremendous team working together for our students, as we have a very supportive administration, staff, parent body, and community.

PS 130 is located right in the heart of Chinatown and Little Italy in Lower Manhattan, New York City. It was built in 1921 and then renovated and modernized from 1991-1997. One of the first things people often ask is, “How do you get to PS 130?” There are numerous ways, as there are trains that go to Canal Street and Grand Street and buses that go to Bowery Street and Centre Street. Just as there are numerous ways of physically getting to PS 130, when it comes to educating our students, we’ve come to realize that there are many different pathways to reaching our students, in order to ensure they receive the best education that we can deliver.

Not only do we provide our inquisitive young minds with strong academics and a rigorous curriculum, but we also believe in enriching and inspiring them with the arts through music, dance, and the visual arts. We have arts programs at every grade level from Pre-Kindergarten to the Fifth Grade. We have partnerships with National Dance Institute, Inside Broadway, Rosie’s Theater Kids, Dancing Classrooms, Young People’s Chorus, and Third Street Music School. These wouldn’t be possible without the incredible dedication, support, and fundraising efforts from our Parents’ Association. For the past 15 years, our Parents’ Association has held an “Annual Benefit for the Arts and Academic Excellence for All Children,” celebrating our students and honoring those in our community who have gone above and beyond in supporting our school.

The arts provide a substantial learning experience for all of our students, instilling them with confidence, self-discipline, perseverance, and pride. Some of our students who struggle academically really shine when it comes to the arts. Often, the confidence and discipline that students gain from the arts create a more positive attitude in their academic learning. It has had an immense impact on our success with our English Language Learners (ELLs) by helping them build and strengthen the language and social skills necessary for success in school. More recently, we have pushed to integrate more technology for our students and our staff in order to deepen and enhance the learning process and to acquire 21st century skills such as critical thinking, reasoning, planning, and creativity, strong communication skills, and personal and social responsibility.

We are a Title I school with around 960 students from Pre-K to Grade 5. In terms of our student body makeup, currently 88.28% of our students are Asian, 4.77% Hispanic, 3.32% White, 1.04% Black, 0.1% American Indian or Alaskan Native, and 2.49% multi-racial. While 14.85% of our student population is labeled as Limited English Proficient (based on NYSESLAT achievement), the fact is that many of our students come from homes where English is not the primary language. Thus, our students need a significant amount of language and literacy support in the classroom. 13.5% of our student population (excluding Pre-Kindergarten) have Individualized Education Programs (IEPs) and receive various Special Education services. More recently, we have opened Integrated Co-Teaching (ICT) classrooms to help better support some of our Students with Disabilities (SWDs). We also have a Gifted and Talented Program (G&T), with at least one G&T Class per grade. Our instructional focus is to ensure that instruction is rigorous by developing and implementing a responsive and cohesive curriculum that is data-driven, inclusive, and engaging. We seek to differentiate instruction in order to meet the needs of all learners.

PS 130 is also firmly committed to the professional learning of our staff, as we are always seeking to

improve upon our best practices as lifelong learners. Our teachers work in collaboration to develop a rigorous curriculum for our students, examine the needs of our students, and discuss strategies that promote higher-order thinking and learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At PS 130, we have rigorous academic units of study across all content areas that are aligned with the Common Core Learning Standards (CCLS). Our teachers work in collaboration in planning these units of study using various curricular resources such as EngageNY and the Teachers College Reading and Writing Project. We adapt our units to fit the needs of diverse learners. We also focus on using small group targeted instruction and differentiation in order to meet the needs of our English Language Learners (ELLs), Students with Disabilities (SWDs), and our Gifted and Talented (G&T) Learners. Students work on taking ownership of their learning by setting goals, self-monitoring, and through feedback from their teachers and peers.

We use a Balanced Literacy approach for reading and English Language Arts, where we balance explicit language instruction with independent learning and language exploration, incorporating both whole language and phonics instruction. Our goal is to guide all of our students towards English language proficiency and a lifelong love of reading and writing. The framework consists of read-alouds, guided reading, shared reading, independent reading, and word study. Students are engaged in authentic reading and writing experiences, as teachers design interdisciplinary lessons in their instruction. Students learn specific features of complex fiction and nonfiction texts in order to enhance their understanding of the text, as teachers model, explain, and scaffold literacy strategies to students so that they can make their own connections and engage in rich discussions and critical thinking with text-based evidence.

We currently use a math program called Math in Focus, which is the Americanized version of Singapore math. The curriculum is aligned with CCLS and encourages the use of visual and symbolic representations in solving multi-step mathematical problems. Students learn different ways to solve problems, and they are encouraged to share and discuss the different methods in coming to a solution. Math in Focus provides differentiated materials such as “extra practice” and “re-teach” for students who need additional support with mastering skills and “enrichment” for those students who are exceeding expectations. The curriculum has pre- and post- assessments at the end of each unit chapter, allowing for teachers and students to determine what skills have been mastered and what interventions might be necessary. Our teachers use the New York State Education Department’s EngageNY website resources and the Math in Practice series (Heinemann) for additional materials to ensure CCLS alignment in mathematics and to look deeper into mathematical concepts. Our teachers are also working on utilizing "Number Talks" as a way to get students to think and talk mathematically, strengthen fluency, reason with peers, and find multiple strategies of solving mathematical problems.

With Social Studies and Science, we use the New York City’s Department of Education’s (NYCDOE) Scope and Sequence to develop interdisciplinary lessons. In Social Studies, students are engaged in history, geography, economics, civics, citizenship and government. Science is taught through hands-on investigations and observations, where students use problem-solving skills to think deeply and critically. Teachers incorporate literacy and CCLS in social studies and science to help students apply their reading, writing, listening, and discussion skills as they gather evidence from text and other resources in order to make informed decisions and address authentic real-life problems. Students have access to primary sources, differentiated texts, online videos and images, maps, and other educational resources. Field trips are planned throughout the year to provide students with learning experiences related to content and theme-related studies.

We encourage and support all of our students in volunteering their time and effort into helping the community both in and outside of PS 130 to promote civic learning and engagement. Our fifth graders help our kindergarteners at lunch with navigating the school cafeteria, making healthy food choices, and getting along with their classmates, and all of our students are participating in sustainability initiatives in recycling, composting, and taking care of our school and environment. Our school chorus performs for U.S. military veterans, for our local Senior Center, and for the community.

Our Pre-Kindergarten program uses the Pre-K for All, research-based, interdisciplinary Units of Study that was created by the NYCDOE's Division of Early Childhood Education (DECE). It is aligned to the Prekindergarten Foundation for the Common Core (PKFCC) and supports student learning in all domains by using developmentally appropriate practices. In terms of assessments, we use the Early Screening Inventory-Revised (ESI-R) and the Teaching Strategies GOLD Authentic Assessment System. Teachers also have access to Teaching Strategies' Creative Curriculum. Teachers design hands-on, project-based lessons that inspire our students' confidence, creativity, and critical thinking skills through positive learning experiences. This year, our teachers also attended professional learning sessions on the NYCDOE's NYC Pre-K Create Instructional Track, which provides teachers with strategies to incorporate the visual arts, dance, theater, and music into instruction to provide opportunities for children to explore new concepts, express themselves, and make connections across PKFCC learning domains. Our Pre-K program seeks to build a strong foundation for our students by developing, fostering and instilling a love of imagination, exploration, creativity, questioning, and discussion. With all that our Pre-Kindergartners learn in terms of academics, the arts, social-emotional development, play, community building, and independence, they move on to our kindergarten classes with confidence and success, as commented by our teachers and parents. Some of our pre-kindergartners are also accepted into our Kindergarten Gifted and Talented program.

2. Other Curriculum Areas:

We believe in enriching and inspiring our students with the arts through music, dance, and the visual arts. In addition to music and the visual arts, we have arts programs at every grade level from Pre-Kindergarten to the Fifth Grade. We have partnerships with National Dance Institute (Grades 1 and 4), Inside Broadway (Pre-K, K, and 2), Rosie's Theater Kids (Grade 5), Dancing Classrooms (Ballroom Dancing for Grade 5), Young People's Chorus (Grades 3-5), and Third Street Music School (Violin for Grade 3), as well as after school arts enrichment programs such as a fife and precision drumming program, lion dance club, and chorus. All of these programs and activities have positively impacted our students by improving their self-confidence and social and language skills. We use the NYCDOE's The Blueprints for Teaching and Learning in the Arts: PreK-12, which provides teachers with benchmarks for what students should know, understand, and be able to do in the arts in terms of their intellectual, physical, and emotional development. The Blueprint also provides guidance for aligning the arts and the Common Core.

Every student has at least one period a week of physical education (PE). PE teachers provide students with individual fitness assessments that enable them to track their physical fitness levels and progress over time. The results of these assessments are shared with each student and his/her family in a personalized report. The curriculum is based on personal fitness activities, which means that all students can participate fully, regardless of whether or not they have prior experience in a certain sport. Physical Education is approached as a way for students to form healthy habits for life, and to find joy and satisfaction in movement and physical activity. Students also learn the basic skills of a variety of team and individual sports such as basketball, volleyball, baseball, badminton, and track and field. The students participate in cooperative games with an emphasis on good sportsmanship and team building. The physical activities encourage and build confidence in students, as well as collaboration and communication skills. Students are taught to value their different ability levels and offer support to one another. Students also learn about wellness, nutrition, and making healthy lifestyle choices in school and at home.

We have pushed to integrate more technology for our students and our staff in order to deepen and enhance the learning process and to acquire 21st century skills such as critical thinking, reasoning, planning, creativity, strong communication skills, and personal and social responsibility. All students have access to our Computer Lab, which has desktops, laptops, tablets, printers, a poster printer, and a 3D printer for school use. Students in Pre-K to third grade go to the computer lab once a week to learn about digital literacy and applications. Our upper grade students explore 3D designing and printing using programs such as Tinkercad and SketchUp. We also use Code Studio and Tynker to introduce Computer Science fundamentals and inspire students' computational thinking. In addition, our school has subscriptions to a number of online resources and platforms, such as Raz-Kids, Discovery Education, World Book Online, NewsELA, BrainPOP, and media sources through which students discover this world by learning what is happening, how it happens, and why it is going to happen. We also use the NYCDOE's Citizenship in the Digital Age

Curriculum, where students learn about appropriate online behavior and cyber-bullying awareness. Students also have access to mobile computer laptop carts for classroom use.

3. Instructional Methods, Interventions, and Assessments:

Teachers continually look for ways to provide coherent and appropriately aligned CCLS-based instruction that leads to multiple points of access for all students, including our ELLs, SWDs, and G&T learners. Teachers work in collaboration with grade teams to plan and refine curricula and instructional practices in order to ensure coherence and cohesiveness in literacy, mathematics, social studies, and science. Our school-based support teachers also share their practice of using multiple entry points to reach our students. Differentiated instruction allows for multiple opportunities to learn and has helped to lead to high levels of engagement and improved student achievement. Teachers utilize center-based teaching, providing their students with various engaging tasks and multiple entry points on the CCLS. Centers are student-led, where children are responsible for the organization and maintenance of materials and student work, as well as providing meaningful feedback through checklists and rubrics. Strong and rigorous instruction allows the opportunity for students to engage in critical thinking and higher order questioning and discussions. Teachers scaffold and incorporate the use of complex texts during mini-lessons, shared readings, and targeted small group instruction in order to explicitly model and connect reading skills and strategies. After students are led in guided practice, they are provided time to work on these skills or strategies independently, in small groups, or partnerships.

Teachers use a range of formative and summative assessments to guide and inform their curriculum planning, instruction, and student groupings. These assessments include reading level assessments, pre- and post-performance tasks, standardized tests, and anecdotal notes. Teachers provide students with actionable feedback so that students can take ownership of their learning and improve achievement. Assessments are also used for goal setting for both teachers and students. Teachers use Measures of Student Learning (MOSLs) to assess students' current levels in reading, writing, and mathematics and to develop and plan for the strategies that students need to learn in order to make progress. Students use checklists, rubrics, and graphic organizers to reflect, monitor and take ownership of their learning, as well as for providing and receiving actionable feedback. Students are made aware of their reading and math levels so that they can work in centers on specific strategies in differentiated groups and ensure that they are learning at high levels. As students are engaged in their differentiated groups, teachers will work on specific skills or strategies with small groups of students. Teachers have used resources like Jennifer Serravallo's "The Reading Strategies Book" and "The Writing Strategies Book" in their professional learning to help guide them in developing our students as skilled readers and writers through setting goals and targeting instruction. Teachers have also incorporated Lucy Calkins' "Units of Study-Reading" and "Writing Pathways" series in designing and implementing a more coherent and cohesive rigorous curriculum that is aligned with CCLS in teaching reading and writing.

For students identified with special learning and behavior needs we use Response to Intervention (RTI), a multi-tier approach. Services are provided by our general education teachers, special education teachers, English as a New Language (ENL) teachers, literacy coach, and specialists in order to provide struggling learners with increasing levels of instruction to accelerate their rate of learning. Students' learning and progress is closely monitored through ongoing assessments. This data is used to determine the level of intervention needed. Parents are informed of their child's progress, as their involvement is a key factor to their child's success. We also provide an extended school day program once a week for Grade 1 through Grade 5 for our ELLs, SWDs, and other students who are struggling academically. Students have the opportunity to work in smaller homogeneous groups where instruction is targeted and students receive extra practice in working on literacy skills and strategies to ensure that they are reaching their highest potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

All school stakeholders at PS 130 work together to develop a common understanding of the importance of having everyone involved when it comes to building a school community that is safe and conducive to learning, and fostering a sense of trust and ownership for providing social and emotional developmental health supports tied to our school's vision of Excellence in Education and Enrichment for all Children. Our guidance counselors, School-Based Support Team, teachers, office staff, parent coordinator, and administration are in constant communication with parents of students who struggle with their social and emotional development. We also work with outside agencies that provide workshops for our parents and support services for our students.

PS 130 has looked for different ways to help our teachers with supporting the social and emotional development of our students so that they can have academic success. We believe that involvement in the arts enriches student learning across the curriculum and facilitates the establishment of a positive and supportive school culture. The arts provide an immense learning experience for all of our students, instilling confidence, self-discipline, hard work, and pride. We immerse our students with arts programs at every grade level from Pre-Kindergarten to the Fifth Grade, which allows them to feel physically and intellectually safe in an environment that promotes intellectual discovery, creativity, and rigorous thinking. Often, the confidence and discipline that students gain from the arts create a more positive attitude toward their academic learning.

Last year, we also piloted a social-emotional learning curriculum through Sanford Harmony, which provides teachers with community-building lessons and activities that teachers are able to implement and incorporate into their classrooms. Students are given opportunities to share more about themselves, as well as build meaningful connections with peers and establish stronger relationships.

Our teachers engage in professional learning cycles after school on Mondays and have common preparatory periods with their grade teams two times a week. We recognize the need for collaboration and teamwork, where teachers are provided time to share best practices. Many of our teachers have stepped up in leading and facilitating learning cycles where they work with their colleagues on various topics such as reading, writing, mathematics, social studies, special education, ENL, technology, assessment, and social-emotional learning. This allows for distributive leadership and showcases the amazing talents and expertise of our teachers; we all have so much to learn from one another.

2. Engaging Families and Community:

PS 130 has worked on ensuring regular communication with students and families in order to foster and promote high expectations for student academic achievement. We utilize different means to share about student progress, as well as school announcements and events through backpacked letters and notices, class newsletters, phone calls, our school website, and online communications.

The school provides class orientations for families so that they can learn about school and classroom expectations for our children. Parents are encouraged to attend class trips as well as celebrations and school performances; they often help with costuming and prop preparations for shows. They are also invited to attend unit and theme-related trips, which help to deepen their understanding of what their children are studying. Our school staff, which includes our two guidance counselors and a parent coordinator, continually strives to maintain ongoing communication with families and are available to help them with any questions or concerns.

Our Parents' Association and School Leadership Team work closely with the school to promote family and community engagement and involvement in our children's learning, as well as discussing ways the school can work with families in order to provide supports that lead to improved student outcomes. We have a high parent participation rate when it comes to attending parent-teacher conferences, meetings, and student

performances. We also have an annual Health Fair and Family Day, where families come to learn more about health and fitness along with encouraging student literacy and learning.

The school has established partnerships with organizations and agencies that work together to support student achievement, such as the GO Project, Read Ahead, Charles B. Wang Community Health Center, and Fidelis Care, who have been a great help and resource in providing our students with critical academic, social, and emotional support. Workshops on topics such as sibling relationships, homework help, ADHD, and transitioning to middle school, are held for our families to educate them on ways they can help support their children. Our community-based organizations, which run after-school programs in our building, also outreach to families and are in constant communication, working to meet the needs of our students. The data from our school environment surveys has shown a high level of satisfaction and trust with the school, and we work hard to look for more opportunities to enhance and build a strong relationship with our families. We believe this partnership is a big factor in our school's success.

3. Professional Development:

The school leaders ensure that the staff is provided with opportunities to develop and continually refine a rigorous, coherent curriculum that is aligned to the Common Core Learning Standards (CCLS) and meets the needs of our students. Teachers are provided with common planning times to meet regularly in grade teams. During our extended days on Mondays, our staff engages in professional learning cycles, where teachers are able to analyze student work and data and ensure a rigorous curriculum that engages and meets the needs of all of our students. We have a literacy coach and a literacy staff developer consultant who works with our teachers on curriculum and best practices to ensure that our curriculum is aligned to the CCLS. Our ENL teachers also attend professional development workshops and trainings, and then turnkey the ENL strategies they have learned to our teachers who work with our English Language Learners. Our IEP teacher also attends professional development workshops and trainings and then turnkeys the strategies that she has learned about working with SWDs.

Teachers plan effective lessons that are data-driven, align to the CCLS, and incorporate student needs, complex materials, and higher-order questioning. Teachers continually use both formative and summative assessments in order to differentiate instruction in their classrooms. Teachers develop checklists, rubrics, and graphic organizers based on Depth of Knowledge (DOK) levels in order for students to receive ongoing and targeted feedback, as well as ensuring rigor and complexity of thinking. They work in collaboration in grade teams to examine the needs of their students and to discuss strategies that promote higher-order questioning and learning. Resources are shared online, so that teachers have access to data and resources.

Our teachers work with our arts partnerships to provide interdisciplinary curricula for our students. Our cluster teachers work with our classroom teachers to find ways to increase student engagement, deepen student understanding of the curriculum, and provide better opportunities for student success. Teachers also work on incorporating technology into their teaching and student learning, as well as using the New York City Science and Social Studies Scope and Sequence to find additional ways of creating interdisciplinary units of study.

4. School Leadership:

The school leaders have worked with the school community to develop and promote our mission of "Excellence in Education; Enrichment for All Children," in order to drive and bring about sustained school improvement. We have achieved this through ongoing transparent communication with our staff, our parents, our students, our partnerships, and our community via our School Leadership Team meetings, parent meetings, staff meetings, newsletters and other written communications. Our Parent Coordinator serves as a liaison to our parents and various partnerships. We embrace distributive leadership, as we rely upon the diverse gifts and experiences of our staff and parent body, and work as a collective body to ensure student achievement.

Our administrative team takes a learning stance and works collaboratively with the staff and the School

Leadership Team to ensure that the students receive the resources and services they need in order to continually improve student outcomes and bring about school improvement. Teachers are provided common planning times to analyze student data and work on improving best teaching practices. Students who are struggling with meeting grade standards are provided with additional resources and small group instruction to address their academic needs. Funding is set aside for our arts programs and partnerships so that all of our students receive enrichment through the arts.

The school leaders conduct targeted and frequent observations through the New York City Department of Education's online Advance observations system in order to ensure continuous improvement in instructional practices and ensure high-quality instruction. This allows school leaders to provide timely and ongoing targeted feedback to teachers using the Danielson Framework, as well as planning for targeted professional development and learning.

The school leaders, in collaboration with the staff, have set up online systems in order to examine and improve critical individual and school-wide practices. School leaders use online documents to share the instructional goals of teachers and share written teacher feedback after conducting observations. Teachers use an online spreadsheet to enter student performance data and targeted goals for groups of students. Teachers are also able to analyze their student data and work on strategies and best teaching practices to address students' academic needs.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

PS 130's vision of equity, self-expression, academic success, and confidence for our children has been realized because we have worked hard to create a culture of learning that communicates clear and high expectations to our students and staff. With equal importance placed on both rigorous academic curricula and enriching arts programs, our students are provided with multiple opportunities to achieve success, discover their creativity, strengthen their communication and critical thinking skills, and develop positivity and respect toward themselves and others.

We partner with our families to gain their trust and support. Students are respectful to each other as we continue to support their social and emotional growth, along with their academic growth. We have established a school culture rooted in hard work, trust, respect, and responsibility, made possible by establishing a positive, safe, and nurturing environment. We support the potential for growth and success in each and every member of our community. PS 130 has a tremendous team working together for our students, as we have a very supportive administration, colleagues, and parent body.

Classroom teachers have developed assessments, rubrics, and checklists that are aligned to curriculum, thus providing actionable feedback to students and teachers regarding student achievement. The teachers consistently use checks for understanding and student self-assessments to meet the needs of all students. Teaching strategies consistently provide multiple entry points into the curriculum so that all learners are engaged in challenging tasks and demonstrate higher order thinking skills in student work products. Teachers are engaged in inquiry-based professional collaboration that promotes achievement of the CCLS and strengthens their instructional capacity. Teacher teams analyze data and student work resulting in improved teacher practice.

Our students' successes are indeed a reality, thanks to the tremendous amount of hard work, dedication, enthusiasm, and support of all our parents, teachers, leaders, and community members. We are grateful for everyone's deep commitment to educating our students and encouraging them to be positive, inquisitive, and collaborative risk-takers. Our hope is that the well-rounded and dynamic academic and extracurricular opportunities we provide for our students will help them to commit to working hard, develop a strong voice, and thrive in all they set out to do.