

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Ursula Annio

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

Official School Name P.S. 748 The Brooklyn School for Global Scholars

(As it should appear in the official records)

School Mailing Address 1664 Benson Avenue

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

City Brooklyn State NY Zip Code+4 (9 digits total) 11214-3606

County Kings

Telephone (718) 382-3130

Fax (718) 382-3140

Web site/URL http://www.ps748scholars.com

E-mail UAnnio@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. Karina Costantino E-mail KCostan@schools.nyc.gov  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City School District #20 Tel. (718) 759-3944

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 Laurie Windsor  
(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**

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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

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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
<b>PreK</b>	0	0	0
<b>K</b>	50	40	90
<b>1</b>	35	47	82
<b>2</b>	44	44	88
<b>3</b>	48	53	101
<b>4</b>	58	44	102
<b>5</b>	45	47	92
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	280	275	555

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 38 % Asian
  - 0 % Black or African American
  - 25 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 34 % White
  - 1 % 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: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2015	615
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 14 %  
75 Total number ELL

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

Albanian, Arabic, Bengali, Chinese (any), Cantonese, Greek, Italian, Mandarin, Mossi (more), Punjabi, Polish, Russian, Spanish, Tadzhik (Tajik), Urdu, Ukranian, Uzbek

7. Students eligible for free/reduced-priced meals: 69 %  
Total number students who qualify: 383
8. Students receiving special education services: 14 %  
75 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.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 2 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 9 Other Health Impaired
- 19 Specific Learning Disability
- 41 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	27
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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     21:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

**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.

<b>Post-Secondary Status</b>	
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   
 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.

Our mission is to prepare all students to be active participants in the global community through a positive culture and a strong learning environment.

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**

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PS 748 first opened its doors in September 2010 with prekindergarten, kindergarten and first grade, simultaneously with the adoption of the Common Core Learning Standards (CCLS). We began our study of the CCLS and began designing our own curriculum that was both interdisciplinary, project based and rigorous. Our curriculum is a living, breathing document that has been developed, revised, and refined each year to meet the needs of our changing population. We have shifted our curriculum from curriculum maps using ATLAS system to curriculum maps guided by essential questions, now available on a Wiki space. After two years as an application school, PS 748 became a zoned school due to the overcrowding in District 20. This changed the demographics to an increase in number of English Native Language (ENL) students and Students with Disabilities (SWD). When our school reached grade 3, we seized the opportunity to adopt a departmental model which created an environment where teachers could acquire in depth knowledge of the content areas while studying the CCLS. Teachers in grades 3, 4 and 5 select two core subject areas to teach, English Language Arts and Social Studies or Math and Science. Because teachers are excited and interested in the subjects that they teach, we have seen a marked increase in student engagement and success as evidenced by teacher observation, periodic assessments and the New York State English Language Art and Mathematics exams.

It has been an empowering experience to build a school from the bottom up and be given the opportunity to self-select the educators that represent our school's vision and mission. However, while continuing to support the CCLS and grow our roots in project-based learning, we have had to support the professional learning of new teachers each year as our school has grown to include grade 5. In the last 3 years, our school has grown to capacity and we've continued to add personnel to meet the needs of our ever changing community such as, Reading Recovering to serve the neediest students in grade 1 and an additional ENL teacher to support classroom teachers and students through a blended push in and pull out model. As administrators, we consider ourselves teachers first, therefore professional learning is at the core of our approach to creating a school community that nurtures teachers and students.

PS 748 fosters a collaborative environment for both teachers and students. Our grade/content teams have common planning time as well as grade level inquiry meetings on Monday afternoons. We continue to revisit how to build independence and develop a repertoire of problem solving strategies in our students that can be applied across the curriculum and result in an ability to clearly communicate understanding. We have a shared belief of how children learn best which is through an interdisciplinary approach to learning that results in student independence. Enriching the curriculum through residencies and partnerships with community based organization as well as the Renzulli School Enrichment Model truly embodies the original proposal for our school. We are committed to engage students in enrichment activities that will move our high performing students to Level 4's, while providing our students approaching the standards including our English Native Language learners and students with disabilities exposure to different topics, curricula, approaches and personnel. These enrichment activities are interest based and tied to the curriculum such as Young Explorers and Future Architects. Our grade 4 and 5 students move on to academies where they are engaged in courses such as Forensic Science, Future Engineers and Global Problem Solvers as they explore potential career paths.

The vision for The Brooklyn School for Global Scholars embraces the concept of educating the whole child and nurturing global citizens. We believe in building a strong connection to the community, thereby preparing students for college and careers. Our Student Government coordinates community outreach projects such as the Food Drive, the Coat Drive, the "Soup"er Bowl, VIP Readers and Relay for Life. In addition, each grade hosts a fundraiser for a specific cause to give back to the community such as the Special Olympics, Stomp out Bullying, as well as local charitable organizations.

Additionally, PS 748 is a New York State Reward School and has recently been accepted as a New York City Showcase School.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

PS 748 has adopted an interdisciplinary approach to teaching. We utilize project-based learning in all grades, kindergarten through grade 5, to demonstrate the relationship and connection between content areas. Since the school's inception in 2010, we pride ourselves in writing our own curriculum that is derived from essential questions that guide units of study that are aligned to the Common Core. In addition to interdisciplinary units of study, we also practice departmental teaching in grades 3-5 where teachers teach literacy and social studies or math and science. All lessons are taught through the workshop model where teachers begin with a high level of support and then gradually release the responsibility to students through guided lessons with independence as the goal.

In all early childhood classrooms, students are immersed in a 150 minute literacy block. During this time, students engage in shared reading and writing, guided reading and writing, independent reading and writing and word study. A balanced literacy approach is at the core of our curriculum where we engage all students including students with disabilities and English Native Language learners in daily reading, writing, listening and speaking activities. Our literacy curriculum uses the Common Core Standards to guide us in selecting best practice from programs such as Teachers College Reading and Writing Project, Month by Month Phonics and through research based literature such as Spelling K-8 by Diane Snowball and Reading with Meaning by Debbie Miller. Together with our teachers, we have developed a standards-based curriculum that is rooted in investigation. As a resource we have selected the best practices from researched based programs such as TERC Investigations in Numbers, Data and Space and experts in the field such as Marilyn Burns to offer students a creative and rigorous mathematics education. Our students do not have an isolated social studies or science period, rather, the social studies and science content and concepts are infused into the literacy and math blocks. Typical of our curriculum are authentic experiences such as neighborhood and community studies that include walking trips that examine the architecture in our community, adopting the tree outside the school to investigate how it is an integral part of our ecosystem and through a study of matter, students made candles that were later presented to senior citizens in our community at a local nursing home.

In Grades 3 - 5, our school leadership team agreed that teachers should have an in depth knowledge and understanding of the content and standard in each of the disciplines. This led to the decision to have content specific teachers in grades 3-5. Through the workshop model, social studies is integrated into the literacy block and science is integrated into the math block. Our literacy curriculum is derived from Teachers College Reading Writing Project (TCRWP), content specific units of study including historical fiction, biography and social issues. The goal of our math curriculum is to develop a repertoire of problem solving strategies, using the Common Core Learning Standards as its foundation. We have successfully integrated aspects of TERC, Math in the City, Engage NY modules and Lucy West's Metamorphosis Math. Similarly with Science, teachers design a curriculum that is standards based and encompass scientific inquiry and engineering design. Programs such as Engineering is Elementary and LEGO robotics lead students to engage in projects such as designing hand pollinators, windmills and marvelous machines.

Teachers plan around three essential questions for the year, which set high standards and develop critical thinking skills around topics such as developing empathy toward others and deepening the understanding of world communities to become better global citizens. We also study testing as a genre and pull resources from Engage NY to support the development of test taking skills and strategies in our curriculum. Civic learning and nurturing global citizens is at the forefront of education at PS 748, The Brooklyn School for Global Scholars. Each year, every grade is expected to perform at least one community outreach initiative. We have established relationships with Reaching Out Community Services, a neighborhood food pantry, where we host several food drives a year. We host a coat and gift giving drive in partnership with the CAMBA women and children's shelter. Our largest civic learning project is with Rely for Life where we come together as a school community, which is launched at our dance festival fund raiser and culminates at a borough-wide celebration to raise money for the American Cancer Society.

## 2. Other Curriculum Areas:

PS 748 believes that children learn best when explicit connections are made between content area instruction and the arts. Our Visual Arts Teacher supports our curriculum by providing Arts instruction that is connected to the content. Students research artists relative to the time period they are studying and learn about artistic styles and contributions to art. Students create similar works that mirror the artists style for their portfolio. For example, our second grade studies a unit on cities and architecture which integrates Social Studies and Math. Student create pastel "cityscapes" using geometric shapes. Our third grade classes extend their study of Africa by creating miniature African masks in clay using geometric shapes, exaggerated features, and patterns of lines and dots.

Our Music program is enriched by a digital keyboard lab which we acquired through a VH-1 grant. Students in grades 3-5 have the opportunity to learn to play the keyboard while learning musical notes and the beginning of reading music. Students in Kindergarten are exposed to creative movement and learn early childhood songs which support them in the development and sophistication of the English Language. Students in grades 1&2 learn to play the recorder. The music program is supplemented by the Quaver Music Program which teaches students about music history, different genres of music and famous composers. We have a culminating celebration annually in December where all students can showcase their musical talent.

All students benefit from our licensed Physical Education instructor who services students in our Fitness Center. The Fitness Center is five years new to PS 748 and was secured through a grant through School Facilities because our school building did not have a gymnasium. Staff members at PS 748 understand the value of movement and physical education and implement exercises into daily instruction using "Move to Improve" and Gonoodle.com. Students are instructed in health and nutrition by both their classroom teachers and the Physical Education Teacher. In addition, we implement the BIC (Breakfast in Classrooms) program and were selected as an Ambassador School, which models best practices in providing students with a healthy breakfast while finding creative ways to utilize this instructional time.

Students in our Gifted and Talented classes receive instruction in Spanish as a Foreign Language and all students in grades 2-5 receive instruction in Technology. Our goal for technology is for students to acquire, refine and expand their knowledge and use of the internet, word processing skills, and Microsoft Office programs such as Excel. Students in grades K-2 have access to iPads within the classrooms while students in grades 3-5 utilize Macbooks.

As part of our vision to educate the "whole child", we employ the School-Wide Enrichment Model (SEM) for students in grades K-3. The SEM is designed to expose students to "new interests" to prepare them for an ever-changing world while allowing them to express themselves in unique ways. The enrichment program is offered in cycles throughout the school year. Each student is given a preference sheet where they can choose a program. Our programs are selected based on the varying interests and talents of our staff as well as student interest. Our SEM has evolved into Academies in grades 4 & 5 which includes a rigorous enrichment curriculum with courses such as Forensic Detectives, Future Engineers Academy, and Family and Consumer Sciences.

Over the last two years, we have purchased and implemented a Lego Robotics program. Students in grades 2-5 create, build and power simple machines. This enrichment is open to all students and has become an integral part of our instructional program. Most recently, our teachers have attended a professional development workshop on Coding and have turn-keyed the content to colleagues on their grade. Currently, students in our after-school program take a coding class. In April, May and June, students in grades 3-5 will launch their coding unit within the school day.

We also have an academic and performing arts after school program provided by our partnership with a Community Based Organization (CBO) called the Federation of Italian American Organization (FIAO). Through this CBO, we are able to provide free after school care, five days a week for our families. Providing students with a seamless day has supported our students with necessary academic skills and knowledge while enriching their school experience through the performing arts. We have put on plays the past three years such as Annie, The Wizard of Oz, and we are currently preparing a production of Peter Pan.

### **3. Instructional Methods, Interventions, and Assessments:**

PS 748 prides itself on not allowing students to fall through the cracks. We provide tiered interventions for students through the Response to Intervention Protocol. Although we are not a Title 1 school, receiving additional funding for at risk services, we have made intervention a priority. Our staff includes one full time AIS Literacy teacher for grades K-2, one Part time AIS Literacy teacher for grades 3-5, one full time AIS teacher for Math, and one Reading Recovery Teacher servicing only students in grade 1. We have an active School Assessment Team that meets weekly to identify and assess students at risk through individual "case workers." The team manages various aspects affecting students with special needs including referrals and the assessment of student progress. In addition, we have an Instructional Team comprised of representatives from each constituent (early childhood, upper elementary, special education, ENL, Literacy and Math) that meets regularly to examine the instructional program and make revisions as needed. We also have a Data Team with representation from each grade. They meet monthly and as needed to disaggregate data, plan, refine and schedule assessment, and maintain the curriculum maps housed on our Wikispace.

Our instructional approach to teaching is aligned to our teaching philosophy which believes that children learn best when they are taught to understand the connections between topics and curriculum areas. We believe in an interdisciplinary approach to teaching that provides opportunities for students to explore the integration of Math and Science and Literacy and Social Studies. One of our bottom lines is small group instruction so in all grades what you would expect to see when visiting a classroom is the workshop model implemented through a whole class lesson, then two targeted small group lessons in Reading, Writing, and Math. Independent activities are differentiated in process, product, and content. It is through this gradual release of responsibility that students are scaffolded to develop independence.

Explicit instruction is achieved through SMART (specific, measurable, attainable, relevant, time bound) for units of study as well as students. The learning objective is clearly visible, read, and revisited throughout the lesson. All classrooms are fitted with various technological tools such as Interactive Whiteboards, Document Cameras, and iPads or laptops. These tools are used daily to support students in achieving the learning goals of the unit.

At risk students, special needs students and English Native Language Learners are supported throughout the instructional day. During the school day, AIS providers, related service providers, and ENL teachers collaborate with colleagues to provide both a push in and pull out model of instruction. In addition, these students are serviced more frequently than their peers and are provided with additional services such as technology devices (iPads), and they are invited to targeted after school and tutoring programs to support them at their level. High functioning students participate in SEM and Academies that pique their interest. These academies are lead by different grade level teachers and meet once a week. Students cycle through two academies per year and each cycle ends in a culminating activity.

In Reading and Writing, all teachers use the TCRWP assessments in September, November, January, March and June to track student progress. Results are recorded on the Monitoring for Results Data sheet and submitted to administration for review. The data is later shared with the Data Team and Instructional Team. In addition, all teachers perform periodic assessments using performance tasks where students are assessed on their reading comprehension and response to literature. Teachers in grades 2-5 created mini assessments which are also administered throughout the year in order to collect data and inform teaching.

For Math, students are given teacher made baseline assessments at the beginning of the year (September), mid-year (January), and at the end of the year (June). These assessments are cumulative and support teachers in identifying students' strengths and next steps. In addition, students are given pre-assessments at the start of each unit and post assessments at the end of units. More specifically, students are given exit slips after daily lessons for immediate data and lesson planning.

PS 748 has a Data Team that meets monthly and on an as-needed basis to create authentic assessments. The information collected is discussed at the Data Team and shared with the Instructional Team, Implications for instruction are outlined and an action plan is created.



## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Our school community of parents, students, and teachers is committed to creating a school environment where the concept of the "whole child" is internalized and students' social, emotional, and academic needs are met. PS 748 offers students an education that exposes them to various subjects, themes, and approaches in order to tap into hidden talents while building self esteem in the process. We are a school where student learning, individuality and character are celebrated.

Our motto at The Brooklyn School for Global scholars is "learning today, leading tomorrow." By working together with parents and teachers, we ensure that all students can and will become global citizens. With this theme in mind, our goals include increasing student achievement by creating a curriculum based on the Common Core Learning Standards, infusing a social and emotional curriculum through our "Bucket Fillers program" and A.C.E. (Achievement in Civic Excellence), and creating partnerships between the school, home, and community.

Our Bucket Fillers program teaches students in grades K-2 to be responsible and respectful when faced with difficult decisions and our A.C.E. awards are given to students in 3-5 who have made notable contributions to their class or community. Recipients of these awards are honored at monthly assemblies and parents and family members are invited to support the students.

We also have an active Student Government, where students in grade 5 are given the unique opportunity to coordinate charitable initiatives aimed at supporting our community. The student government also plays a leadership role in PTA functions, parent events, and partnerships with early childhood grades and school initiatives.

Last year, our school was recognized for our "Respect for All" activities, lessons, and assemblies that highlighted positive student behavior and promoted acceptance. We have continued with that initiative, planning special events such as our annual International Night and our Parade of Nations where our staff, students and families learn from one another and celebrate each others' differences.

As a staff, we had PS 748 spirit shirts made and we wear them to demonstrate our school spirit on special days and at assemblies. We also have school spirit wear for students that they can wear in addition to the dress code.

As an administration, we feel that teachers hold the most important job so we make every effort to provide them with any instructional materials they request. All classrooms are equipped with technology and teachers are reimbursed whenever possible for their curriculum expenditures for special classes such as SEM and Academies. Our latest initiative is to enrich our students with STEM/STEAM projects. The administration is supportive of new ideas, projects, and programs that require students to be creative and think outside the box.

### **2. Engaging Families and Community:**

Our school prides itself on our partnerships with our stakeholders. Parent engagement and outreach is consistent and on-going by teachers, administrators, the PTA, and our Parent Coordinator. Teachers distribute weekly newsletters to parents highlighting lessons taught during the week, homework, upcoming events, and trips. This communication allows parents to have a window into the classroom and we hope encourages dinnertime conversations. Administrators have created a school website where we post information including important dates and pictures of students during assemblies or special events. The PTA writes a monthly newsletter and hosts multiple events throughout the year for students and their families. The Parent Coordinator has weekly English classes for parents wanting to learn the English language. We also coordinate weekly "Parent Academies" where teachers present on topics specific to their grade in an effort to help parents support their children.

PS 748's School Leadership Team actively advocates for our school and in the past seven years has been responsible for securing several grants such as digital keyboard lab through VH-1, a Fitness Center through Division of School Facilities, our Zen Garden through LOEWS, and our auditorium upgrade through our Councilman. Our School Leadership Team is comprised of an active parent body and an enthusiastic teaching constituent. Together, this team works in tandem to support school improvement initiatives.

Academically, parents are notified monthly of their child's progress through individual goal booklets in K-2 and goal sheets in grades K-5. This allows parents to partner with teachers to support students in meeting their goals. In addition, four times throughout the school year, parents are invited to come to school formally and meet individually with teachers in order to speak about curriculum and their child's progress towards meeting the standards.

PS 748 has an integral partnership with the Federation of Italian American Organization (FIAO) which supports our school with a five day a week after school program. The specific program was designed by the school to provide both academic support and enrichment. We have scheduled two days of enrichment and three days of academic support. The enrichment component includes art, music, and drama which culminates in a production in June. Our academic program includes language acquisition for early childhood students and test sophistication in Grades 3, 4, and 5. Many of our working families benefit from a seamless day where students are in a safe, nurturing environment.

### **3. Professional Development:**

Professional development is at the core of PS 748. The administration is committed to providing practical, differentiated and quality professional learning opportunities for all staff members including teachers, paraprofessionals and support staff. In September, January and June we meet with teachers to establish and set professional goals. Based on these meetings, we provide teachers with a needs assessment which is used to create a menu of choices for professional development. Opportunities include professional book clubs, inquiry, workshops during and after school hours and study groups. Through their learning, teachers have strengthened their pedagogy through the implementation of the topics presented to them. Our professional development plan is carefully mapped out and supportive of our instructional goals.

As part of our professional development plan, teachers meet weekly for inquiry, researching strategies for students who are approaching the standards. These strategies are implemented in the classroom daily during small group work in 6-8 week cycles. Weekly inquiry meetings consist of looking at student work and data while discussing next steps for these students. For example, as a result of our inquiry work, teachers in Grades 3, 4 and 5 have adopted the Question, Answer, Response (QAR) strategy for their students. This strategy has helped struggling students determine if the question asked is one they can answer directly from the text or by using their background knowledge and inferencing skills.

Each Monday, for one hour, staff members are engaged in a professional development activity based on their level of experience and their selection on the menu of choices. Staff members also conduct professional development for their colleagues on topics such as ENL Strategies and Language Acquisition, LEGO and Coding and Stages of Literacy. Professional book clubs have also contributed to the revision of our curriculum maps. Currently, the early childhood teachers are reading Spelling K-8 by Diane Snowball and are revisiting and revising our word study program. We have also purchased an interactive computer-based program (Master Teacher) that teachers and paraprofessionals utilize to develop their skills and strategies for students in areas such as classroom management, one-to-one conferencing, and guided reading.

We provide a collaborative environment where teachers feel empowered to reflect, refine, and improve their pedagogy. Teachers are supportive of each other and have created an open door policy where colleagues are invited to plan and schedule inter-visitation opportunities with each other.

#### **4. School Leadership:**

The administration of PS 748 is comprised of one Principal and one Assistant Principal. The Principal wrote the proposal for The Brooklyn School for Global Scholars in 2009 and in September of 2010 PS 748 opened its doors with two prekindergartens, two kindergartens, and three first grade classes. The founding teachers who were hired in 2010 currently still work at the school and have taken on various leadership roles. One serves as the Assistant Principal and the others teachers serve as mentors, coaches, and Academic Intervention Specialists (AIS). They are committed to the vision and mission of the school ensuring that new staff members are holding true to the principles of the original proposal. We believe that our students will develop confidence and self esteem through the development of a positive culture and a strong learning environment. Each morning, the administration stands outside the school gates greeting all of the students by name and welcoming them into the school building, setting the tone for the day.

The Principal and the Assistant Principal pride themselves on being instructional leaders, as they served as Reading Teachers and Staff Developers in their previous roles. The instructional team, consisting of the administration and founding teachers, meets monthly to discuss ways to support both teachers and students. By monitoring reading and math levels, we can track student progress and our AIS teachers can plan appropriate instruction for our students who are far below or approaching grade level standards. Similarly, we acknowledge the students who are meeting and exceeding the standards and supporting them through curriculum compacting and enrichment. Through our commitment to professional learning, we have cultivated Master Teachers who implement best practices into classroom, thereby resulting in high student achievement and closing the achievement gap.

We make it a priority that 90% of our resources are placed in personnel who directly service students. In an effort to maximize the number of teachers who directly service children, our AIS providers serve a dual role. They provide professional support to the classroom teachers, while developing and implementing a plan for students who are at risk for not meeting the standards. Also embedded in our school day is our School-wide Enrichment Model and Academies curriculum which meets the needs of the high performing students. Student success is a direct result of the collaboration between administration, teachers, and parents.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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PS 748 is a school where student learning, individuality, and character are nurtured in each child. We believe all students can and will learn when provided with the best opportunities and conditions for learning. Creating this environment requires being responsive to both our academic standards as well as the social-emotional needs of our school community.

Our academic success is a direct result of our decision to write and develop a standards-based, project centered curriculum that is infused with enrichment opportunities. The ability to write our curriculum puts us at an academic advantage because we have successfully tailored it to the individual needs of our students, using the Common Core Standards as our guide. The decision to create an interdisciplinary curriculum also affords our school the opportunity to combine subject areas, allowing extra time in our program to plan enrichment activities such as SEM and Academies. This well rounded instructional program allows students to experience a robust curriculum which translates to student achievement.

Equally as important is the social and emotional well-being of students. Many of our staff members have been and will continue to be trained in Therapeutic Crisis Intervention System (TCIS). This training is comprised of a crisis prevention and intervention model that provides immediate emotional and environmental support to students. In conjunction with this training, we have a crisis intervention team at the school consisting of administration and staff members that provide support to students and families as needed.

Councils such as the School Leadership Team, Data Team, and Instructional Team as well as frequent staff meetings have opened the lines of communication between the staff and the administration. These interactions have created an informed administration that remains committed to serving the needs of the school community and responding to those needs.

The Brooklyn School for Global Scholars was built on the principles of creating a school community that will enhance student performance in academic, social, and emotional areas, which will enable all children to be successful, productive, and contributing citizens in the 21st century.