

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

[X] Public or [] Non-public

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

Name of Principal Ms. Bernadette Toomey

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

Official School Name P.S. 195 Manhattan Beach School

(As it should appear in the official records)

School Mailing Address 131 Irwin Street

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

City Brooklyn State NY Zip Code+4 (9 digits total) 11235-3019

County Kings

Telephone (718) 648-9102 Fax (718) 934-0625

Web site/URL <http://schools.nyc.gov/SchoolPortal/22/K195/> E-mail btoomey@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. Julia Bove 718-968-6109 E-mail jbove@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City School District #22 Tel. (718) 968-6109

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 N/A N/A N/A
(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	7	11	18
K	36	35	71
1	41	36	77
2	42	34	76
3	44	30	74
4	39	44	83
5	40	37	77
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	249	227	476

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 0 % 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.

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	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2015	458
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

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

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Armenian, Cantonese, Georgian, Hebrew, Polish Russian, Turkish, Urdu, Ukrainian, Uzbek

7. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 134

8. Students receiving special education services: 7 %
31 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.

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

9. Number of years the principal has been in her/his position at this school: 5
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	2
Classroom teachers including those teaching high school specialty subjects	21
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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	94%	94%	93%	92%	93%
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

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.

In partnership with our school and home, all students will learn to become critical, autonomous thinkers that are responsible, productive and caring contributors to society.

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

P.S. 195, The Manhattan Beach School, is an elementary school serving approximately 475 students from grades pre-kindergarten through five. Located in the Manhattan Beach section of Brooklyn, the school is a short walk from the Atlantic Ocean and across the street from Sheepshead Bay. The majority of our students live within this residential community. Students participating in the district-wide gifted and talented program may reside in other neighborhoods within District 22. The tight-knit community in Manhattan Beach is known for civic engagement and support of education. Traditionally home to large Italian-American and Jewish communities, Manhattan Beach is undergoing significant changes as there is a steady increase in the number of Russian immigrants settling here in recent years. In 2015-2016, the school population was comprised of 3% Asian, 3% Black, 2% Hispanic, and 92% White students. The student body includes 11% English Language Learners and 7% students with disabilities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum was created with the goal of providing an engaging, rigorous and coherent curriculum guided by the New York State Common Core Learning Standards. The curriculum considers the continuum of a child's developmental learning and integrates a balanced approach to learning where the release of responsibility moves from the teacher to the child. It also promotes an interdisciplinary approach.

Curriculum maps were collaboratively created by teachers on their grade bands. The New York Scope and Sequence for Social Studies was used as the main content due to its ability to connect with other subjects. All maps are housed in Google docs, allowing teachers to access and revise the maps.

A balanced literacy approach is used to teach reading and writing to promote student autonomy. This approach builds upon current student strengths and is informed and tailored by the analysis of formative and summative assessments, classroom observations and student work. The gradual release of the learning responsibility begins in the whole group setting with teacher modeling of skills and strategies. Next, literacy experiences are shared where both the teacher and the students are equal participants. Daily guided reading and writing lessons are designed to improve specific skills and strategies with some teacher support. This progression moves to independent work where students use checklists and self-assessments to guide their own learning. A variety of genres in fiction and non-fiction enable students to read and interpret information and apply this knowledge to their writing. There are several other literacy approaches that promote critical thinking. The Socratic Method is also used to teach students the art of debate by inviting cooperative argumentative dialogue, inspire critical thinking, and elicit ideas. Book talks are written and presented by students in an effort to entice their classmates to read. Thinking routines such as See-Think-Wonder and Headlines engage students in higher-order thinking about literature and nonfiction texts.

Our math curriculum focuses on developing number sense, flexibility in reasoning with numbers, and a strong set of problem-solving strategies. Across classrooms and grades, teachers achieve these goals through the use of ongoing formative assessment, engaging students in mathematical discourse, and challenging performance tasks. Teachers adapt a variety of resources to provide appropriate levels of support and challenge.

Teachers plan multiple opportunities for formative assessment during instructional units and within individual lessons. They routinely provide students with the opportunity demonstrate their understanding of mathematical content and problem-solving strategies. Teachers utilize these results to make important decisions about instructional groupings and materials. Students engage in mathematical discourse through number talks and collaborative problem-solving. Number talks support students in building number sense and greater flexibility in manipulating numbers. This routine provides the opportunity to support students in verbally explaining their mathematical reasoning, thereby improving student achievement in mathematical communication. Low-floor/high-ceiling math tasks within each unit of study challenge students at a variety of levels of mathematical proficiency to persevere through the application of math content to real-world contexts by using of a variety of strategies.

P.S. 195's science curriculum teaches important science content through the application of literacy skills and hands-on investigations. Our STEM initiative is a source of great pride. It is relevant to all core curriculum learning standards, highlights career pathways in STEM-related fields for both boys and girls, and increases student engagement. In addition, a key focus of the STEM enhancement to our science curriculum has been to further professional development. By working with all classroom teachers in support of essential content objectives, we have incorporated content relevant to the 21st century such as pollution, endangered species, natural resources, conservation, climate change, wellness, and food and nutrition. A strategy to illustrate civic responsibility was introduced through participation in the Green Design Lab Energy Challenge in which the entire school community engaged in a real-world energy conservation activity. Utilizing lessons which highlight the value of digital literacy, current event resources, problem solving, hands-on investigations, the scientific method, and the engineering design process, we have been successful in fostering a greater understanding of science content, STEM, and current issues, targeting the engagement of

all learners.

Our comprehensive social studies curriculum is based on the scope and sequence for New York State. The rationale for this selection stems from how the developmentally aligned sequence introduces students to learn initially about themselves and how this progresses to learn about the world around them. The reading, writing, listening, and speaking Common Core Learning Standards guide the lessons within each unit. Using this content also allows teachers to make interdisciplinary connections. For example, in the study of European countries, students use technology to create brochures and blogs. The art teacher instructs students on historical origins or has them create culturally related artifacts. The dance teacher shows students dances from specific countries. Math lessons engage students in problem-solving activities within the context of the country they are studying. For instance, they may use currency conversions or calculate the distance between landmarks. The students then create a culminating project applying all the knowledge they have learned. Each class holds a contest in which students give oral presentations to persuade their classmates and parents that their country represents the best culture, art, education and government.

The pre-kindergarten program offers students opportunities to make progress intellectually, socially and emotionally. Our goal is to empower children to cultivate a positive self- image while working together with their peers. Children engage in a variety of developmentally aligned strategies to create connections and enrich children’s learning. Teacher created thematic units are guided by the standards from New York State Pre-Kindergarten Foundation for the Common Core. A fairy tale themed literacy program engages children in developing concepts of print which are prerequisite skills for future literacy learning. These opportunities prepare students for an easy transition to school readiness and success in the primary grades.

2. Other Curriculum Areas:

“Every child is an artist.” This famous quote by Pablo Picasso is the motto of the Interdisciplinary Arts program. Students create works of art using a variety of media and techniques. Our young artists learn to reflect and respond critically to a variety of works, including art of different historical periods and world cultures. Children learn to recognize and use the arts as a form of communication across disciplines. Our art program offers students in pre-k to grade 5 weekly experiences in visual arts projects that correspond to the curriculum taught in class. For example, students in grade 5 learning about Pacific Northwest Native Americans create totem poles. As third graders travel the globe and learn about various world cultures, this knowledge is reflected in art projects as well. When learning about Africa, students create safari silhouettes and masks. To enrich our study on China and Japan, artists paint cherry blossoms using a canvas. Using the Blueprint for the Arts as a guide, lessons are created to address the five strands of Arts learning. Students are introduced to the elements of art, principles of designs, domain vocabulary, as well as masterworks of famous artists. The art program fosters a positive outlet for creativity and self-expression.

The physical education program recognizes and meets students at their current physical abilities. Pre-kindergarten through 5th grade receive physical education classes throughout the week, guided by the five Shape America National Standards for Physical Education. Standard goals strive to educate minds, develop healthy bodies, and promote positive attitudes towards a lifetime of physical activity, fitness, and sports skills. An annual Fitnessgram assessment is conducted and serves as a tool to guide and tailor instruction. Each student is empowered with the knowledge and skills necessary to make responsible choices that directly impact his/her physical, social and emotional health. Students engage in a number of health related activities outside of the school gymnasium as well. Our annual Halloween Walk-a-Thon encourages students to stay active, while also helping to raise money for local charities. A Field Day in June invites students and parents to participate in fun filled day of activities and games. The physical education teacher participates in monthly ambassador meetings and in the PE Works Project, which provides consistent professional learning opportunities. As a result, different activities, games and teaching styles have been implemented to supplement the curriculum.

Our technology curriculum is focused on creating independent learners who are able to further their own learning, while providing equitable access to the knowledge and skills needed for college and career readiness in the 21st century. Learning activities incorporate the Common Core Learning Standards and utilize technology to foster learning at the highest levels. Students at P.S. 195 learn to research

independently, efficiently, and safely through varied online resources. Students choose approaches that best serve them in conveying what they've learned. They might write a report using Microsoft Office; share a movie created through Windows Movie Maker; create a podcast which strengthens their skills in research, writing and collaboration on specific topic; add animations, transitions, sounds or graphs to a Multimedia project; discuss, collaborate, and critique on an blogging site; or build a program using computer coding for a culminating task for a unit of study. Students are using all kinds of cutting-edge web tools that assist learning, inspire creativity and help prepare them for the future.

Dance education is provided to all students in grades pre-kindergarten through five. Essential learning skills in dance education promote self-expression, self-awareness, and confidence through kinesthetic movement. Through self-expression, students are able to create original movement which is then showcased in our annual winter and spring dance performances. Our students also participate in an annual toy drive to give back to the community, as well as community outreach performances. Fifth grade students planning to pursue a lifelong career in dance, are allotted a space into Dance Company where they further improve their technique and prepare for middle school talent auditions. Our dance curriculum is interdisciplinary, heavily tied from the Blue Print for the Arts to science, math, ELA, and social studies. Students connect their core curriculum through choreography and movement. For example, third graders connect their knowledge of China to create Chinese dragon and ribbon wand dances. The dance education program's approach, Universal Design for Learning, gives our students in dance every opportunity to learn through visual, tactile, and kinesthetic learning strategies.

3. Instructional Methods, Interventions, and Assessments:

We employ a wide range of instructional approaches tailored to meet the varied needs of our students. Across classrooms and subject areas, all instructional approaches are framed by the gradual release of responsibility for learning from teacher to students. Teachers begin with a clear understanding of what they want students to know and be able to do by the conclusion of the lesson or unit. They plan learning activities to support students in attaining independence in achieving the objectives. Early in the lesson or instructional unit, teachers have an increased role. This may involve explicit modeling, think alouds, or the use of exemplars. As the lesson or instructional unit progresses, students are provided with scaffolds and supports that help them to apply the newly learned skills, strategies, or content. Over time, the supports are lessened or removed. Each lesson or unit culminates in students' independent application of their knowledge.

All units of study and culminating tasks provide multiple entry points for students at a variety of proficiency levels. Specific instructional supports are planned for students with disabilities and English language learners. These supports are aimed at making the curriculum accessible to all students regardless of English proficiency or disability. We have high expectations that all of our students can fully participate in our rigorous curriculum with the appropriate scaffolds and supports. For example, a teacher may plan to pre-teach a particular concept with a small group of newcomer English language learners prior to the introduction of the unit with the whole class. This allows students to build the background knowledge and vocabulary needed to participate in the unit's learning activities.

Our teachers are very thoughtful in moving all students toward higher levels of achievement. They differentiate instruction to provide appropriate supports and challenges. Even when all students are working on the same skill or strategy, there is evidence that they are being asked to apply their learning in different ways. For example, a class may work on a learning objective related to understanding how the main idea of an informational text is supported by facts and details. One group of students may benefit from additional teacher-directed instruction in determining the main idea of an appropriately leveled text. Another group can apply the skill of understanding main idea to make inferences about the author's purpose for writing the text. Others may apply the skill to draw conclusions across several informational texts on the same topic. While the same skill, main idea, is present in all learning activities, students are pushed toward deeper levels of understanding through differentiated tasks.

Most interventions take place within the classroom. Teachers continually assess student mastery of learning objectives and look for trends in student performance. They "take the pulse" of the class and implement a

variety of instructional approaches based on what they learn from the students. In many cases, they anticipate common student misconceptions or stumbling blocks and proactively plan to address them. Our general education teachers collaborate with ESL and special educators to meet the needs of all learners. Small group instruction is utilized across content areas to provide students sharing the same goals/next steps with targeted instruction to help them progress toward meeting or exceeding grade-level standards.

Our most intensive intervention focuses on our young readers, reflecting our belief that through early intervention we can accelerate literacy learning for most at-risk students. Through a systematic, supplementary reading program, the reading process is scaffolded. Students are taught how to effectively access text by addressing all aspects of literacy from decoding, to comprehension, to writing. Students graduate from the program as independent readers and writers capable of fully participating in regular classroom instruction. This intervention ultimately acts as a prevention for retention of students and decreases referrals to special education.

Assessment is at the heart of our everyday teaching and learning and are used as predictors of progress. As a school, we focus on identifying what students do well and leveraging their strengths to help move toward increased achievement. Teachers and administrators continually use a wide variety of assessments to make instructional decisions at the classroom, grade, and school levels. Literacy instruction is driven by the results of running records. Teachers are able to identify what strategies students are successfully using to read fluently and with meaning. They build upon those strategies to help students achieve higher levels of accuracy, fluency, and understanding when reading increasingly challenging texts. Rubrics aligned to the Common Core Learning Standards are utilized across all subject areas. Teacher identify student's current levels of performance and provide specific next steps for student learning. In addition, students use the rubrics as a tool to engage in peer and self-assessment while engaging in research, writing, and math tasks. As a result, they are able to make revisions that help to improve the quality of their finished product. Again, this supports students in gaining increased independence.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

P.S. 195 is committed to developing a balanced portrait of a child by emphasizing academic, social, and emotional learning. We hold high expectations for all learners, as evidenced by the learning tasks and content of our challenging interdisciplinary curriculum. Learning is made relevant through connections to real-world contexts, such as current events. Students understand their individual goals and are motivated to show consistent improvement as they move towards mastery. They are excited to work on culminating projects, which become events to celebrate with parents. Engagement is further motivated by trips planned by classroom, art, and science teachers, which utilize the rich resources the city offers to help bring student learning to life.

Student Council provides the students with the opportunity to become civically involved in our school community. Members learn what it means to serve as representatives of their classmates' interests. They offer suggestions to make contributions to our school and to the world beyond our school. Within the school, they organize fun events, such as theme days, which promote school spirit. The President, Vice President and Secretary help to organize the representatives in order to work on community projects and fundraising events for various charities.

Our Ambassador Program supports students in their social and emotional development. The program focuses on leadership development and service to school and community. Students make a commitment to lead by example; demonstrate respect and responsibility; and engage in service by using effective communication and leadership skills. Ambassadors apply their training to real world experiences that have a direct effect on both the school and the community.

The Hero Program honors students for acts of kindness and positive behavior. These attributes are acknowledged by personalizing a post card entitled, "You're my Hero." Children are invited to attend a Hero Celebration with their families at the end of each month.

Teacher work is valued and, as a result of administrator's observations and teacher self-reflections, strengths are honored. A Menu of Professional Opportunities identifies exemplary practices across contents which can be observed by fellow colleagues. Teacher feedback is given at the end of the year as they complete a survey that asks them to identify topics for professional learning for the upcoming year. These instructional strengths are further acknowledged in the role of content Ambassadors. These instructional leaders participate in district-wide professional development and share their new learning with their colleagues. We recognize the contributions that teachers offer in both accessing and sharing new practices and approaches to strengthen instruction.

2. Engaging Families and Community:

The students of P.S. 195 benefit from a close collaboration between home and school. The parents on the School Leadership Team (SLT) are involved in decision-making regarding the setting of school goals and allocation of resources. Parent members bring a unique perspective to the shared-decision making process and offer creative solutions to moving our students' academic success forward. In addition to the SLT, our parents offer tremendous support in achieving the school's vision through membership in the Parent Association (PA). The PA plans exciting activities to engage our students and enrich our curriculum. They arranged an assembly program which allowed students to participate in an interactive writing experience and see their own writing brought to life on stage. Additionally they enriched our STEM curriculum through their sponsorship of a visiting planetarium. Furthermore, through activities such as Take Your Father to School Day, the PA has worked in cooperation with the school to strengthen the home-school bond.

We have several initiatives within the school which have been tremendously effective in working with family members toward student success. Our parent coordinator plays an essential role in identifying the

needs of families and helping the school to align our resources to meet those needs. Based on the feedback from parents, she helps us plan workshops and events that address areas of concern. Examples of these workshops include Middle School Night, How to Support Your Child In ELA, Supporting Early Readers, Using Technology to Help Your Child Succeed, and STEM Education. We also have a program specifically providing support to parents. Robin's Nest is an informative and relaxed parent support group addressing topics such as: effective communication skills, building resiliency, bullying prevention, responsibility and consequences, and discipline strategies.

Our teachers play a critical role in actively involving families in working toward success for all students. As a school community, we pride ourselves on maintaining open lines of communication with parents. Our teachers use a variety of methods to reach out to parents in order to share important information about their children. They consistently use messaging, email, phone calls, and in-person meetings to communicate information about students' progress. Teachers often plan celebrations in which the students share their most recent work with their parents. Our STEM teacher has even initiated a new tradition of family STEM challenges over long vacations, providing our students the opportunity to learn alongside their parents as they engage in exciting hands-on design projects.

3. Professional Development:

The Manhattan Beach School follows a full circle of professional development approach. This refers to effective professional learning that enables educators to develop the knowledge and skills they need to address students learning challenges. It requires thoughtful planning followed by careful implementation with feedback to ensure it responds to the teachers' learning needs. After analyzing student data, student artifacts and observations, professional development topics are identified to help the school meet its goals. This ongoing development creates a culture of learning throughout the school and supports educator's efforts to engage students in learning.

In June, a Professional Learning Survey and a Teacher Self Reflection tool are completed and discussed during individual summative conferences between teachers and administrators. This information, in addition to teacher observation data and analysis of student assessments, identify instructional strengths as well as areas in need of further support. In September, a meeting is held with the Professional Learning Committee. Topics for the upcoming school year are discussed and identified. Teachers use the month of September to learn about student strengths, continue to use assessment to consistently inform and tailor instructional practice, collaborate to support both teacher and student growth and plan based on current student knowledge. Beginning in October, four to six week professional learning cycles begin.

During week one, teachers receive professional learning given by one of their colleagues or an administrator. Week two invites teachers to meet and collaboratively plan to implement strategies from the week one session. During the third phase of the cycle, teachers examine and student work and analyze the impact of the strategies on instruction. They work in grade-level teams with the support of special educators and ESL teachers to engage in collaborative problem solving and to make instructional adjustments. During the final phase, the staff gathers together to discuss the impact of the instructional strategies on student outcomes within and across grades and to celebrate their learning. Student work is collected and shared with administrators and feedback is provided.

Teacher strengths are recognized and listed on a Menu of Professional Opportunities. This invites teachers to make collegial visits to observe best practices and implement them in their practice. In an effort to further support new teachers, mentors are assigned. A Teacher Development Coach also works with new teachers to refine instructional practice.

Teachers participate as literacy, social studies, science, math, dance art, physical education and technology Ambassadors. They attend monthly professional learning opportunities scheduled by the Superintendent and share the information learned.

They are consistently provided with given a list of outside professional learning sessions they may be interested in attending. Teachers also attend workshops tailored to support specific instructional practices.

4. School Leadership:

The leadership philosophy at P.S. 195 invites creative collaboration and shared responsibility between all stakeholders to positively impact all aspects of a child's development. Our staff and community have always played an integral role in contributing to the policies, programs, relationships and resources that have assisted students to succeed on their academic journeys. The principal and the assistant principal works with these members in an effort to engage this community in a shared vision for improvement.

Under this leadership model, teachers collaboratively designed original interdisciplinary units with the principal. Decisions regarding selecting resources to support the curriculum also required input from the teachers. Teachers were given the opportunity to examine a variety of resources and as a result, math and science programs were identified. Professional development committees present topics in which they would like to acquire more knowledge. Teacher recommendations for future professional development decisions are also part of an annual process. They reflect on identifying their most impactful instructional strategies which are shared on a menu for their colleagues. Teachers also identify instructional topics they would like to learn more about for the upcoming school year.

Teachers also serve as Ambassadors and attend monthly professional learning sessions that they share with their colleagues. This initiative, led by the Superintendent, contribute to instructional practices in English language arts, math, science, social studies, technology, art, dance and physical education. Teachers are also encouraged to take charge of their own learning. Outside professional development is consistently offered during and after school and many have benefitted by participating in self- initiated opportunities.

The School Leadership Team is composed of a variety of members of the school community. The focus of this team is to work together to create goals for academic and social growth, and align resources to work toward continued school improvement. Members representing a variety of constituencies, parent, teachers and other support staff meet regularly with the principal to monitor progress toward the goals and engage in collaborative problem-solving as needed.

Another positive relationship is maintained between the Parent's Association, the teachers and the administration. Leadership meets regularly with the PA presidents to discuss how to support and build an effective partnership between home and school. This relationship promotes student interests. Welcome events, inviting special speakers to PA events, helping organize and support afterschool activities, contributing to monthly newsletters and organizing fund raisers are just a few of the many ways the PA supports our school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The collaborative efforts of the P.S. 195 community contribute to academic success. The belief that teachers and students bring a variety of strengths, framed by setting high expectations, has established a firm belief that all children are capable of meeting their goals. There are several attributes which we consider critical to our school's success.

The interdisciplinary curriculum, guided by the New York State Common Core Learning Standards, was collaboratively created guided by a focus of connecting new learning to previous learning. Students begin learning all about themselves and each year extend learning further to the world around them. Kindergarten students learn about family and the importance of a community. First graders, by the end of the year, write an informative report on Manhattan Beach to include all that they have learned about what composes a community. By the time students reach third grade, they are equipped to apply their knowledge of geography, government, education, and culture from different regions of the world to create their own country.

Assessment informs instruction and identifies children's strengths as a starting point for further learning. Systemic formal and informal assessments and student work provide information on how children use their knowledge. As a result, teachers are given time to engage collaboratively to construct lessons based on their analysis. As evidence is gathered they are able to determine what students have mastered and what skills and strategies they need to assist them in becoming proficient.

The goal we have for student success also focuses on fostering effective social skills. Every day students listen to our motto to "please remember to be kind to one another." Positive and constructive interactions are consistently practiced. Teachers encourage students to respect and respond to one another through discussion and peer reflections. Book talks, the Socratic Method and number talks are just a few examples of how this is fostered.

Children have the opportunity to participate in programs that build self-esteem and character. The Ambassador, Diplomat Program and Hero program were created to give students the tools to be responsible role models. These programs have helped students make choices as well as respect the choices of others.

Ultimately, our goal for our students is to become autonomous critical thinkers who can complete tasks alone or in cooperation with one another, who can work independently in a self-disciplined way, who can hold the utmost respect for themselves and others and who will remember that kindness is just as important as intelligence.