

U.S. Department of Education
2018 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 Mr. Martin Woodard

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

Official School Name PS 183 Robert Louis Stevenson School

(As it should appear in the official records)

School Mailing Address 419 East 66th Street

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

New York City NY State 10065-6303 Zip Code+4 (9 digits total)

County New York

Telephone (212) 734-7719

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E-mail mwoodard@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

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

District Name NYC Geographic District #2 Manhattan Tel. (212) 356-3915

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 _____

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 927 Elementary schools (includes K-8)
 - 282 Middle/Junior high schools
 - 530 High schools
 - 67 K-12 schools

1806 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
 - Rural or small city/town
- Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	19	40
K	56	46	102
1	45	62	107
2	60	36	96
3	42	42	84
4	40	34	74
5	38	47	85
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	302	286	588

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 17 % Asian
 - 2 % Black or African American
 - 9 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 68 % 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 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2016	567
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 5 %
28 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bihari, Bulgarian, Chinese, Cantonese, Danish, Flemish, French, Greek, German, Hebrew, Hungarian, Hausa, Italian, Japanese, Korean, Mandarin, Malayalam, Nahuatl, Polish, Portuguese, Romanian, Serbo-Croatian, Spanish, Tamazight, Turkish, Urdu, Ukranian

7. Students eligible for free/reduced-priced meals: 11 %
Total number students who qualify: 66

8. Students receiving special education services: 15 %
91 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>22</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>43</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
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, e.g., third grade teacher, history teacher, algebra teacher.	38
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
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 16:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	96%	95%
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 2017.

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.

Providing students with a rigorous, developmentally appropriate education, that encompasses the whole child. Supporting children's individual academic needs while nurturing their social emotional well-being.

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. 183 is a community school located in the heart of the Upper East Side in Manhattan, New York City. Our school educates over 580 students in grades Pre-K through Grade 5. We celebrate the diverse backgrounds of the families that join our school and the 40 plus languages spoken by our student population. With our proximity to some of the best hospitals in the United States (Memorial Sloan Kettering, Hospital for Special Surgery, and Rockefeller University) many of our families are physicians and/or research scientists who come from all over the world to be here. Our student body consists of 67% white, 17% Asian, 9% Hispanic and 4% Black. In addition, 15% of our students are special needs and 7% are English as a New Language Learners. Though we are located in a city of 9 million people, the community we build and sustain each year makes us feel like a home, where everyone knows your name and welcomes you - from the security agent who gives hugs in the morning to the administration and school staff saying good morning and goodbye to families at the end of day. This extremely supportive and dedicated community of families volunteer their time, resources, and expertise to enrich and enhance the school, helping to give meaning to our school motto, "Take Care of Each Other." We celebrate this diverse community with various events during the year, including fall block parties, family pot-luck dinners, winter Science Fair, and of course, our annual Spring International Day where we celebrate our rich, cultural diversity. For the past two years, our school has embraced our motto by forming a Social Action Committee. The committee is made up of parents who work with a grade team to partner with a Community Based Organization/Non-Profit. Throughout the year, parents help teachers plan studies about the organization for the students and plan events for them to raise awareness and support. With its long-standing tradition of community involvement, it's easy to see why our school has been educating children in our neighborhood for over 100 years.

Our classrooms extend beyond rigorous academic instruction. At P.S. 183, we value arts education and prioritize budget funding for students throughout the school to study music, art, block building (Pre-K and K), computer science, and in fifth grade, dance, with our partnership with National Dance Institute. Fourth and fifth graders have the opportunity to study an instrument and students K-5 the opportunity to sing in chorus. We also sponsor and host the Upper East Side Sotheby's Student Art Show. This event highlights student work from neighborhood schools, culminating in an evening event where their art is displayed in Sotheby's. As a school, we recognize opportunities for all students to shine, not just in the academic classroom, but in various outlets in the school.

Within our supportive community is a learning environment dedicated to providing academically rigorous and standards-based instruction to its students, while maintaining a child-centered approach to learning. With a teaching staff averaging seven or more years of teaching experience at our school, and many dual certified in both general and special education, they represent a team committed to ensuring all children reach their academic and social potential. Our curriculum is grounded in Common Core Learning standards and is designed to meet the individual needs of students. Using a workshop model for instruction, teachers are able to address the needs of a variety of learners (high achieving, ENLs, and Students with Disabilities). Our curriculum is enhanced through the commitment of the school administration working alongside staff members to organize and deliver thoughtful, targeted, professional development. Staff members play an important role in deciding the instructional moves of the school. Teachers share best instructional strategies to positively impact student outcomes at regular grade level and school-wide planning meetings. We deepen pedagogy through lab sites, inter-visitation, mentoring, inquiry groups, and professional development with outside consultants. School resources are spent on maintaining partnerships with Teachers College Reading and Writing Project, Inclusive Classroom Training to support students and teachers of special needs, and two, in-house, literacy and math coaches.

At P.S. 183, we strongly believe that each child brings unique gifts and it is our intent to develop individual strengths, while supporting areas of growth. We have consistently high expectations for all students, and staff members foster a learning environment where students feel confident to take risks and work to their potential. We have Integrated Co-Taught classrooms on each grade which adheres to our child-centered and inclusive philosophy of addressing the needs of all children. Related Service providers work with teachers on our Pupil Personnel Team to implement strategies for students who are at-risk academically and socially.

When students struggle to meet benchmark standards, we offer individual intervention throughout the school day as well as fund a free after-school reading program for students in grades K-2, twice a week, for one hour in order to move children to grade level. Given the international range of our student body, we have a full-time English as a New Language (ENL) teacher who consistently works with students to support their language development. These many working facets of our school community build an enriching Pre-K - 5 learning environment for students and families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At P.S. 183, we believe that students learn by doing. Skills in reading, writing, math, social studies and science are taught through authentic experiences within each field, rather than through learning isolated facts and skills.

For the past seven years, P.S. 183 has partnered with the Teachers College Reading and Writing project to deliver the workshop model approach to teaching children reading and writing. For reading, students engage in units that emphasize the skills associated with nonfiction and fiction reading (engaging them in standards that will make them college and career ready), as well as specific genre studies (Mystery, Historical Fiction). Students participate in book clubs, in which they spend time talking authentically about texts with their peers. As students move up in grade level, the amount of time they spend independently reading increases. Children foster a love of reading and develop the foundational skills addressed by the Common Core Learning Standards within the context of authentic literature. For writing, children produce published pieces after experiencing the writing process. The writing is based on student-chosen topics and foundational skills are taught in the context of real-world writing. Within a school year, K-5 students write and publish how-to books, realistic fiction stories, poems, all about books on particular topic of interest, and opinion pieces about issues that matter to them. Students write for an authentic purpose with a particular audience in mind.

For Mathematics instruction, students learn the why behind math by doing the math and talking about the math. Students engage in a problem solving, constructivist approach to mathematics through our Investigations TERC Math program, supplemented with our partnership with CUNY's Math in the City Context for Learning. Both of these Common Core aligned programs present problems for students to solve that require understanding and use of mathematical models, while providing a platform to engage in rich discussions and collaborative problem solving. Like our literacy program, independent work time allows teachers to support student learning in small group instruction while also differentiating the types and kinds of problems students engage in on a daily basis. In addition, our in-house math coach provides interested students the opportunity to compete in a weekly math league which has students competing with schools from around the world in quarterly competitions. It provides those students with a passion for math the chance to engage in complex problem-solving exercise.

For Science, our school uses the FOSS K-5 Science units which teach science through the scientific method. Students spend science class observing, designing and engaging in experiments and studies, write and read about scientific topics, and question what they are learning with their peers. Given our school's proximity to four major hospitals, our school has reached out to partner with these research institutions to enrich the curriculum. In addition, we recently won a \$600,000 grant to remodel our science classroom and develop a partnership with New York Sunworks to build a fully functioning hydroponics lab so that students can study environmental science while operating and maintaining a functioning indoor hydroponics greenhouse.

Given that NYC has such a rich history and a multitude of famous historical sites from Wall Street to the Statue of Liberty, as well as world class museums, our social studies curriculum grounds itself in using the surrounding environment to make history come alive. Teachers follow the NYS Social Studies standards and when applicable, align the study of social studies content with reading and writing units. Primarily, our focus for social studies at the primary level is for students to gain a sense of who they are, understand the community they live in, and learn to participate as civic members of their community. They do this through the study of primary sources, nonfiction texts, and engage in the research process - asking questions, selecting sources, taking notes and sharing their findings. The goal is to understand social studies content while also sharpening nonfiction reading and writing skills. In addition, our school has created a Social Action Committee in order to help students on each grade partner with CBO's and non-profits in order to give back to their community. First grade learns about UNICEF and then creates a school wide collection each Halloween. The third grade partnered with Ava's Voice to raise money to support awareness and support for students who are blind.

Our preschool program is in its second year and follows Creative Curriculum, a developmentally appropriate curriculum that builds early literacy and math skills through inquiry and play. It is aligned to the Prekindergarten Common Core standards and is supported by the NYCDOE's Division of Early Childhood Education. The students use their knowledge, prior experiences and new-found information to explore the world around them. Their curiosity leads them to use mathematical and literacy skills in their learning. This past year, children were immersed in a clothing study where they used science experiments to classify fabric quality, took walks to study nearby retail stores, and constructed a store in their dramatic play center. During our building study, children explored buildings by observing neighborhood structures, looking at books on buildings, and engaging in block play to build new structures. These units encompass not just fundamental literacy and math skills, students experience art, music, dramatic play, block building, and practice their socialization skills on a daily basis. Students' developmental skills are assessed using class observations and the Teaching Strategies GOLD Authentic Assessment System. Our PreK team receives on-going professional development from coaches from the Division of Early Childhood Education. Given that students receive a foundation in academic areas, along with emotional and social learning, as well as build early school independence, they easily transition to our Kindergarten classrooms, each fall.

2. Other Curriculum Areas:

The other curricular areas allow PS 183 students an opportunity to express themselves creatively while utilizing skills they have acquired through regular class instruction. Through art, music, dance, physical education, technology, builder's studio and enrichment electives, students are able to capitalize their creativity and turn interests into lifelong passions.

Anyone walking through the halls of PS 183 will immediately sense the pride we have in our visual arts curriculum. Hallways, stairwells, and classrooms are lined from floor to ceiling with student creations. All students attend art once per week to explore paper, clay, Styrofoam, and paper mache. We follow the NYC DOE's Blueprint for Teaching the Arts, a sequential and comprehensive program of rich and creative instruction. We utilize the rich art institutions here in New York City to enhance the study of the visual arts. Every June, our auditorium is transformed into an art gallery and the community is invited to view student work. In addition, our school sponsors the Upper East Side Sotheby's Student Art Show. This event is a chance for local elementary, middle, and high schools to highlight student work from their respective art programs.

PS 183 is committed to ensuring all students are technologically literate. All students attend the Technology Lab once per week and build 21st century skills as they learn about internet safety, keyboarding, coding, animation, and robotics. Our PS 183 Robotics Team competes annually in the Wonder League Robotics Competition using Dash & Robots. Participants develop their critical thinking, time management, and collaboration skills in an environment where they must apply their knowledge of math, science, and technology to solve a real-world problem. Last year, the 183 Robotics Team placed in the top 10 of over 2,000 participating teams.

During our enrichment elective, the 183 staff shares its many passions and talents. Every teacher in the building hosts an elective during a six-week cycle, where students visit another classroom to explore a selected topic. This year the electives include topics such as origami, mindfulness, robotics, knitting, chess, Italian and puppetry. Each elective exposes a student to a different concept or skill, but all electives require students to synthesize previously learned information with new concepts resulting in unique outcomes for every elective cycle.

Several years ago, we saw a need to increase play among kindergarten students. In response, our school designed a curriculum for a Builder's Studio. Now, prekindergarten and kindergarten students visit the studio once a week. Students build with a variety of materials, such as large blocks, Kinex, clay, cardboard, and Magna Tiles. Working in groups, students explore building structures, study pictures of buildings, and create designs from their imagination.

We are lucky to partner with the National Dance Institute who work with our 5th grade students. Once a

week, students receive dance instruction choreographed around a theme which culminates in a year end performance. Past examples of themes are New Orleans, Day of the Dead and Harlem Renaissance. This year we are entering our 13th year with this organization.

Music is another avenue that allows students to foster their creative side as they sing, play, and compose. Students in grades K-4 participate in music class once a week. The younger grades work on ear training, singing, rhythms and learning about different instruments. Activities involve lots of movement and students have opportunities to show their creative side through music composition. Upper grades study composers like Handel, Bach, Mozart, and Beethoven. The rhythmic pieces become more complicated as students move through the grades. Outside of music instruction class, we have 150 3rd-5th graders who participate in chorus and 90 4th and 5th graders who participate in band. Students in band and chorus perform winter and spring concerts for the community.

Our Physical Education curriculum is based on the NYC Physical Best model. We expose prekindergarten - fifth grade students to a variety of physical activities and encourage the development of lifelong healthy behaviors. Prekindergarten through fifth grade receives physical education instruction one time a week. In the younger grades students develop the basics - building fine and gross motor skills. In the upper grades, students study different sports, learning basic skills, while also learning about staying active and maintaining a healthy lifestyle. Our school, for many years, has partnered with the Ronald McDonald House, participating in their annual fun run raising money and funds to support this local institution. In addition, ninety students in grades 3-5 attend track team practice before school once a week, and at the end of the year compete in district wide meets.

3. Instructional Methods, Interventions, and Assessments:

To meet the wide range of learners at P.S. 183, our staff routinely engages in both a series of formal and informal assessments in order to plan targeted whole class lessons, design small group instruction, and support students 1-1 during individual conferences. Our workshop model approach to instruction allows teachers to deliver 10-15 minute lessons in which they model key instructional strategies before sending students off to work independently. Independent work time allows students to engage in differentiated content area studies. During this 30-40 minute period, teachers work with small groups to deliver targeted needs-based instruction. This approach serves the majority of our students and results in high achievement on state literacy and math exams. Last year, 81% of students in grades 3-5 met or exceeded proficiency on the English Language Arts exam, compared to 40% citywide, and 81% of students in grades 3-5 met or exceeded proficiency on the state math exam, compared to 42% citywide.

Our school has a yearly assessment calendar which helps teachers track students in reading and writing. Teachers conduct formal running records four times a year to track students' reading progress. K-2 teachers use data to invite groups of students to a six week after school reading intervention program in the winter. K-5 teachers also use the reading data to plan small group instruction and academic intervention groups as needed. This year, we've used on-demand writing assessments both at the beginning and end of a genre study. We use the rubrics to assess student writing in narrative, information, and persuasive genres consistently in K-5. Time is spent developing teachers' ability to build a common language around writing assessments and to plan small groups based on students' progress. For math, our math coach works with teachers to develop a continuum of math strategies in each major strand at every grade level. Teachers analyze key tasks within each of the units to chart and note student progression. At weekly grade team meetings, teachers use these assessment tools to analyze student work and inform instructional practices.

Based on the assessment data gained from multiple sources discussed above, our school instituted several intervention strategies to support students who are struggling to meet grade level standards. Particular attention is paid to the progress of our students with special needs subgroup. Over 15% of our population has an Individual Education Plan (IEP). Teachers of students with special needs engage in monthly professional development to hone in on specialized intervention strategies for literacy and math. Several teachers are trained in and use research based intervention programs (such as Specialized Program Individualizing Reading Excellent - SPIRE) to work with students on their reading development. In addition, our school has a Pupil Personnel Team that meets weekly to discuss children who may be

struggling academically. This team, comprised of administration, teachers, and school based support members, analyzes individual students, discusses intervention strategies using the Response to Intervention Tiers, and tracks student progress in order to adjust or revise intervention plans. Overall, the attention paid to this subgroup of students has resulted in growth on the 2017 state assessments. 51% of tested students in grades 3-5 with special needs scored at the proficient or advanced level on their English Language Arts assessment. In 2016, 43% of this subgroup scored at the same levels. In math, 55% of tested students in grades 3-5 with special needs scored at the proficient or advanced level on their Math assessment. In 2016, 47% of this subgroup scored at the same levels.

For the past three years, P.S. 183 has maintained its high performance as indicated on our NYS ELA and Math exams each year and growth on running records and writing assessments. The academic achievements of our students is directly related to our commitment to delivering quality instruction. The consistency of teaching across grade teams and across the school, K-5, is due to following a rigorous reading and writing curriculum through the Teacher College Reading and Writing project and through the Investigations TERC math program. Our teachers continuously reflect on their classroom practices and engage in constant professional development in order to perfect their teaching. Our commitment to high quality professional development translates directly to student success. We have on staff two full time intervention teachers to support classroom teachers and students below benchmark standards. We also have two literacy staff developers from Teachers College who engage grade teams in cycles of inquiry study, as well as a special education staff developer to work with Integrative Co-Teaching Teams, K-5, to support instruction for students with special needs. All of these systems - a consistent, rigorous curriculum in literacy and math, strong professional development, systems of assessment to track student progress, both formally and informally, and intervention supports - help P.S. 183 maintain its high levels of student achievement each year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

"Take Care of Each Other," our school's motto, is celebrated and reinforced throughout the building each day. The motto is not just plastered on a magnet or our website; it is the foundation that guides daily interactions. Teachers and administrators use the motto to lead students to reflect on behavior and discover ways to help others. We constantly remind students of their role within the community. Our various Books of the Month for grades K-5 highlight themes of acceptance, responsibility, respect, and friendship - core values we aim to develop in all our students. Time is given to staff for professional development on social emotional topics, and this year, we are sending a team for the Yale RULER training on building emotional intelligence in students. To communicate with families, teachers send home weekly newsletters, informing parents of upcoming classroom topics and ways to offer support at home. Administration sends home school-wide monthly letters laying out the vision and goals for the school. In addition, school-wide community events are planned throughout the year, allowing families the opportunity to come together as a school. Every year in May, our school celebrates "International Day" a rich tradition at 183 that spotlights the over 40 languages and cultures represented in our school. This event includes in-school celebrations, evening classroom activities, and culminates with a family pot-luck dinner.

As much as we nurture high expectations in terms of social emotional interactions, we also communicate high academic expectations. Our curriculum teaches students how to set and track progress towards academic goals in reading, writing, and math. Students can speak to the goals they have turned into habits and current goals they are working on. In addition, monthly PTA meetings center around academic talks (this year we've spoken to parents about our math curriculum) and additional guest speakers to support parents and parenting.

Teachers strongly feel the school culture creates a supportive professional environment. According to the 2016-2017 New York City School Survey, 90% of teachers agreed that "As much as we nurture high expectations in terms of social emotional interactions, we also communicate high academic expectations." On the same survey, 90% of teachers said they would recommend their school to other teachers as a place to work, compared to only 81% city wide. Administration involves teachers in key decision making around professional development - giving teachers leadership opportunities to plan and implement cycles of study around key initiatives such as word study programs and math problem solving strategies. Administration checks in with teachers three times a year to discuss individual professional goals and future instructional growth. Teachers are observed regularly, both formally and informally, receiving feedback on improving instructional practices.

2. Engaging Families and Community:

At PS 183 we value our strong relationship with parents and the community. We know the positive impact of family engagement on student success, and strive to sustain and build upon this partnership. In our 2016-17 New York City School Survey, 94% of parents said school staff regularly communicates with them about how they can help their child learn. Teachers invite parents into classrooms on a monthly basis for math mornings, publishing parties, and other events where they see their children's work, deepen understanding of the curriculum and learn strategies to provide support at home.

We set aside four evenings in the school year for parents to learn about the curriculum. In September, every classroom hosts a curriculum night where teachers explain their routines and academic expectations for the upcoming year. In May, we host another night where classrooms celebrate a key curricular study that year. In November and March, parents are invited to parent-teacher conferences where they can discuss academic and emotional growth with their child's teacher. In addition, teachers reserve one hour every Tuesday to meet with parents.

To support parent leadership at our school, parent members serve on our PTA and School Leadership Team (SLT). The PTA hosts community-wide events such as Back to School party, Ice Skating Night, and

Movie Night. Our PTA's Social Action Committee pairs grade teams with local and national non-profit organizations. Students learn about the organization and take action to support it. For example, Pre-K and Kindergarten partners with Project Cicero, collecting and donating books to students in need. Our Physical Education teacher organizes a run with the Ronald McDonald House to support sick children. The PTA hosts meetings for parents on topics such as reducing test anxiety and helping children navigate technology safely. Parents who serve on the School Leadership team work with local politicians to secure outside funding for key initiatives, such as our new science lab.

We leverage community resources to enrich our curriculum with monthly visits to the local branch of the New York Public Library and by sponsoring, along with our city council member, the Upper East Side Sotheby's student art show. All neighboring high schools, middle schools and elementary schools are invited to highlight student art from their art programs. It is attended by elected officials, families, and community members. We are committed to contributing to this urban community and seek to instill responsible citizenship in all our students.

3. Professional Development:

Teachers at PS 183 participate in a continual cycle of growth, constantly building upon and improving pedagogy so students can achieve at their highest potential. We utilize internal coaches, external coaches, and each other for professional development opportunities that ensure our instructional programs support student learning and school improvement. Our professional development is linked to assessment and student work.

Our full-time math coach and part time literacy coach, along with administration, are responsible with the implementation of curriculum school-wide. They meet with grade level teams weekly and individual teachers once per cycle. Coaches meet with administration on a regular basis to ensure that instruction is consistent K-5. Our coaches help staff look at student work, norm data, and create rubrics. Together the coaches and staff reflect on student performance, creating strategies to differentiate instruction based on individual student needs.

In addition, administration maintains a partnership with Teachers College Reading and Writing Project (TC) to assist teachers in the use of our literacy curriculum. These coaches use our classrooms as "lab sites" to demonstrate new instructional techniques. Following a lab site observation, teachers discuss what they learned and create plans on how to implement techniques in their own classroom. Our TC coaches ensure curriculum and instruction is consistent across grade teams and that teachers utilize effective literacy strategies for supporting student growth. We follow this lab site model to meet the needs of our student subgroups, such as targeted professional development for Integrated Co-Teaching teams or math lab sites for teachers of our students performing in the lowest third.

Some of the most impactful forms of professional development come from our colleagues. We know first-hand the power of peer-to-peer learning, and thus invite them to engage peers in inquiry studies. Teacher-led inquiry groups meet during our after-school Monday professional development time and explore topics such as oral language rehearsal, data-driven instruction, and the mathematical mindset. Using the inquiry process, groups pose a question of interest, try out a practice in their classroom, collect data, and bring the data back to the group. Each group studies best practices and shares their collective knowledge with the larger staff.

Administrators are active participants in professional development. They attend meetings with staff coaches and TC developers, and are members of various inquiry groups. Administration empower teachers to take ownership over their professional growth and conduct targeted classroom visits where they can observe how teachers implement their learning. Engaging in thoughtful, teacher driven professional development, grounded in student work ensures students achieve their highest potential.

4. School Leadership:

The administration, principal and assistant principal, at P.S. 183 lead from the understanding that the success of a school lies in the involvement of the community. Key decisions are made with essential stakeholders - parents, teachers, and students. The voice of the community helps guide the administration in maintaining the success of our school and our ability to carry out our vision. Administrators see their role as facilitators, creating space for staff to lead, parents to offer their voices, and students to be active in the school community.

Staff members play an integral role in the professional development of the school. The administration ensures that staff members assume leadership roles in the school, offering their professional expertise to lead inquiry studies, design workshops for their colleagues, work with administration to hire all new staff members, and mentor new teachers. This year, the principal sent three teachers to join the district's Teacher Leadership Program, helping them strengthen their ability to lead professional development in the school. The administration recognizes the immense leadership talent within the staff and works to nurture this for the school's continued success.

Our School Leadership Team (SLT), made up of teachers and parents, meets monthly with administration. The SLT works with the principal to write proposals for capital improvement (such as a \$600,000 reward to renovate our Science Lab), plan community events such as our International Day festivities, study important school topics such as homework, and work with administration to carry out the school vision. The Parent Teacher Association (PTA) is an active body in the school, planning community building events - potluck dinners, Ice Skating Night, a block party - and working alongside the administration to support the school as needed. The PTA raises additional funds for the school, which supplement professional development, hire teaching assistants to support students in the lower grades, and provide enrichment for our students during the school day, such as the National Dance Institute. Both the SLT and the PTA are integral to sustaining a strong family and school connection. Their constant interaction with administration allows for the successful implementation of all these programs.

Students have an important role to play at P.S. 183. Our peer-elected student council, composed of 4th and 5th graders, lead prospective parents on school tours, write and read weekly announcements, and serve as role models for younger students. Currently, they are working on a Kindness Campaign for the spring months. Our school's Green Team ensures that students recycle properly and educates the younger grades on how to separate their lunch waste in the cafeteria.

Administration at P.S. 183 believes in distributive leadership between parents, staff and students. Administration sustains the vision of our school by sharing responsibility to ensure a quality education for students and a warm supportive community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Of the 1800 New York City Public schools, P.S. 183 stands out for its strong commitment to maintaining constant professional study and inquiry in order to improve and revise existing curriculum and instructional practices. Having a clear and consistent focus for professional development - where teachers are reflecting on their practice by studying student work, revising curriculum, and rethinking pedagogical moves - has resulted in a school climate that promotes high standards of academic excellence. This type of climate would not be possible without support from coaches and staff. Budget funds for coaches, staff developers, and mentors are prioritized to meet with teachers year-long. By devoting time and resources to professional development, we help staff gain confidence in their practice and enable individuals to grow professionally.

A climate that promotes professional development requires collaboration. Over the years, we have adapted the schedule to allow time for all teachers on the same grade team to plan collaboratively during preparation periods. In addition, once a week, teachers have a grade level meeting with coaches or administrators. During this time, teacher teams work together to analyze data and use this information to adjust their lesson plans. At times, throughout the year, administrators organize visits to other schools so teachers can observe best practices outside of our school. Given our school's commitment to professional development, time is set aside in order to plan, study, and reflect. This has resulted in a steady increase in student achievement on both our New York State English Language Arts (ELA) and Math Assessments. In math, our school has gone from 74% proficiency in 2015 to 81% proficiency in 2017. In ELA, we have gone from 70% proficiency in 2015 to 81% proficiency in 2017. In addition, according to the 2016-2017 New York City School Survey, 97% of teachers say they "work together to design instructional programs." At the end of each school year, we reflect on the effectiveness of our professional development and set goals for the following year. We at 183 are proud of our dedication to constant professional study in order to continually provide students with rigorous, thoughtful instruction.