

U.S. Department of Education
2019 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. Monique Lopez-Paniagua

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

Official School Name P.S. 101Q The School In The Gardens

(As it should appear in the official records)

School Mailing Address 2 Russell Place

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

Forest Hills NY 11375-5245
City State Zip Code+4 (9 digits total)

County Queens County

Telephone (718) 268-7230

Fax (718) 575-3571

Web site/URL http://www.ps101q.org/

E-mail mlopez69@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. Mabel Muniz-Sarduy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail msarduy@schools.nyc.gov

District Name New York City Geographic District #28 Tel. (718) 557-2618

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 Ms. Olga Addison
(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 27 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 14 High schools
 - 0 K-12 schools

54 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	5	17
K	61	55	116
1	46	60	106
2	48	56	104
3	54	60	114
4	53	59	112
5	42	43	85
6	7	8	15
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	323	346	669

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 29 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 41 % White
 - 23 % 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 2017 – 2018 school year: 10%

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, 2017 until the end of the 2017-2018 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	66
(4) Total number of students in the school as of October 1, 2017	661
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 7%
48 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Bengali, Bosnian, Bulgarian, Burmese, Catalan, Chinese (Mandarin, Cantonese), Dutch, Farsi, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Japanese, Korean, Malay, Polish, Portuguese, Russian, Serbian, Spanish, Ukrainian, Urdu, Tibetan, and Turkish.

7. Students eligible for free/reduced-priced meals: 15%
Total number students who qualify: 98

8. Students receiving special education services: 14 %
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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>24</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>50</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: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 25:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	95%	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 2018.

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.

The mission of P.S. 101Q, The School in the Gardens, is to nurture our students in a well-rounded, intellectually stimulating atmosphere. We foster the love of learning.

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

PART III – SUMMARY

Public School 101Q, The School in the Gardens, is an exemplary high performing elementary school that epitomizes strong school culture with dynamic family engagement. The community is diverse with a minimum of 30 languages spoken and represented each year at our International Dinner. The school predominantly serves approximately 670 students in grades Pre-K to 6 from working class families.

The mission of P.S. 101Q is to nurture students in a well-rounded intellectually stimulating atmosphere. It is a diverse and socially conscious environment that promotes a strong sense of social-emotional well-being. The school values the engagement and collaboration of all community members in order for our students to thrive.

Student performance for ELA and math have consistently been double that of the city average, resulting in meeting the state’s performance targets each year. The school steadily rates above average on the New York City School Survey taken by parents, teachers, and students. Various evaluators have rated the school “Well Developed” on the NYC Quality Review twice consecutively. In addition, the school has been recognized as a Reward School by the New York State Education Department three times in the last four years. This recognition acknowledges that the school is high performing, and works to close the achievement gap for students with special needs as well as English as a New Language (ENL) learners.

ELA scores have increased for five consecutive years since the implementation of the Common Core Learning Standards. In 2017-2018, 78% of students were on or above grade level for ELA. Additionally, mathematics scores have increased dramatically with 80% of students on and above grade level. 96% of students met standards for the state science exam. All of these accomplishments have been achieved through the shared leadership of administrators, teachers, parents, and students.

The curriculum is cognitively engaging and aligned to the Common Core Learning Standards. The school utilizes Teachers’ College Columbia University’s Reading and Writing Workshops. Students voraciously read through hundreds of books in a school year and love to write. In addition to the mathematics curricula, Go Math!, teachers collaborate to develop math tasks that are differentiated and incorporate real world implications. The school also utilizes the NYC Social Studies Blueprint and Harcourt Science, along with teacher created “learning menus” which allow for student choice and differentiation. Collaborative grouping is utilized regularly. Critical thinking, questioning and discussion are essential priorities in the curricula. Fostering an environment in which students are cognitively challenged to be strategic thinkers and problem solvers are at the core of instruction. Teacher teams work together to develop those lessons. Differentiation of instruction is also a core value so that all students are engaged.

Woven into every subject area is the foundational social-emotional curriculum, RULER, developed by Yale University. The social-emotional approach is grounded in the premise that the well-being of students is fostered through implicit and explicit instruction on emotional intelligence. In addition to the RULER approach, Community Reads for every class promote social characteristics. All Community Reads are centered on core values that were developed by a school committee, which consists of multiple constituents in the school, including students. The school also has a student council, named by the students, Positive Action Leaders, who work collectively with staff members to improve the social-emotional climate of the school.

The school culture is collaborative and strong. 95% of teachers responded positively to questions about collaborative teaching culture on the 2017-2018 NYC School Survey. P.S. 101Q values a shared leadership model. More than 75% of teachers hold leadership roles such as leading vertical teams, providing school-wide professional development, and participating in committees with colleagues and parents. An instructional cabinet and content area lead teams are comprised of vertical teacher teams and administrators who make school-wide systemic improvements to instruction. Teacher professional development is the bedrock of the school. Teachers meet weekly to analyze student work, attend weekly professional development sessions, and participate in out-of-school professional learning session at Columbia University.

According to the NYC DOE 2017-2018 School Quality Snapshot, 92% of families say that P.S. 101Q offers a wide enough variety of courses, extracurricular activities and services to keep their child interested in school. This is evident of the strong collaboration between the Parents' Association and the school. Together, the Parents' Association and the school provide over 35 courses offered in after school. In addition, there are five Community Based Organization (CBO) partnerships for in-school residencies and various CBO assemblies. Last year, over 400 parents volunteered through the Parents' Association to host school events throughout the year.

As a result of all of the collaboration, according to the 2017-2018 NYC School Survey, 96% of families report satisfaction with the education their child received this year. In addition, 95% of teachers say they would recommend P.S. 101Q to families seeking a place for their child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

P.S. 101Q utilizes the Teachers' College Columbia University's Reading and Writing Project workshop model. Kindergarten and first grade also utilize the Teachers' College Phonics program. "Foundations" is used as additional support for the lowest functioning students. The school chose this curriculum because it aligns to the Common Core Standards. It lends itself to critical thinking and differentiation of instruction. The units address narrative, informational and argumentative genres for reading and writing. The curriculum is also supported with ongoing professional development for pedagogues by Teachers' College staff developers. The workshop model provides students with explicit and implicit instruction. The whole class lesson is concise, allowing students ample time for independent reading and writing, while the teacher provides small group targeted instruction. The program has assessments and rubrics embedded into the program; students engage in self and peer assessment along with teacher assessment. The curriculum is child-centered and students are exposed to various entry points, allowing for an authentic differentiated approach. The teachers meet weekly to assess student work and reflect on their practice for continuous improvement of the curriculum. Teachers also meet monthly to reflect on units of study or to plan for upcoming units. They then revise lessons based on predictable problems and plan instructional moves. This work is designed to support high functioning students, Students With Disabilities (SWD), ENL or students in need of Response to Intervention (RTI). Reading assessments are Teachers' College approved running records. Teachers use running record data to determine necessary instruction and students' independent and guided reading levels. Teachers provide appropriate independent reading and writing work as well as guided reading based on this data. The school-wide data is gathered four times a year to analyze student performance. After collecting this data four times a year, teachers meet to create plans for students below or approaching standards.

1b. Mathematics:

P.S. 101Q selected Go Math! because it is aligned to the Common Core Learning Standards and the eight standards for mathematical practices. Go Math! has multiple entry points for ENL and SWD students. By adopting the Go Math! program, students are exposed to complex math concepts. Teachers incorporate hands-on and digital experiences through the use of manipulatives and interactive tools to promote conceptual understanding for mathematics. Another aspect of the program is for students to be able to transfer their knowledge into new situations and apply it towards new contexts. Teachers engage students in differentiated tasks that allow them to utilize the concepts that were taught in the lesson to real life scenarios.

Teachers provide a whole class lesson for about 15 minutes around the mathematical concept and then students are tiered into math groups. The students work in their differentiated groups on tasks and assignments that are targeted for their level of instruction. Teachers also utilize the HESS Matrix by Karen Hess and the Depth of Knowledge Levels by Norman Webb to develop questions that they can model for students that reflect strategic thinking. In addition, teachers encourage students to use these kinds of questions when working in their collaborative groups. Teachers use the Go Math! chapter tests, exit tickets, and teacher created math checklists in order to drive instruction. They meet with grade teams during common planning to analyze these assessments and other student work. During these sessions, teachers are using assessments in order to create targeted strategy lessons. In addition, students in grade 3-6 also take a math simulation, three times a year, which incorporates the released NYS mathematics exam questions. The teachers use these simulations to guide their instruction and prepare the students for the NYS Mathematics exam.

1c. Science:

Students at P.S. 101Q are immersed in the Harcourt Science curriculum, which is aligned to the NYS Science Standards and allows students to interpret and synthesize information. Teachers develop science menus off of each unit of study in the Harcourt scope and sequence. The School Leadership Team decided to have teachers create the menus in order to make science instruction more engaging. Once science instruction is provided, students work in groups based on their choice of study which is based off of teacher created menus. This inspires educational risks and pushes students' strategic thinking. In addition, students engage in STEAM Fair projects. The science curriculum is enriched by collaborating with Community Based Organizations that come into the classroom and provide engaging hands on science residencies that relate to their curriculum. The school has partnerships with the Queens Botanical Garden and a well renowned organization called Mad Science.

Essential questions are provided for each unit of study. Students explore the answers to these essential questions through the use of websites, articles, non-fiction books, textbooks, and educational magazines provided by the Parents' Association. Throughout their journey students use cross text synthesis to create reports, charts, graphs, and PowerPoints. Labs teach students how to analyze data and use empirical evidence to draw conclusions. Students engage in a school-wide annual fair in which they are given real world problems to solve scientifically. Students use the STEAM method to create solutions by researching, debating, justifying and creating solutions to their problem. This allows students to apply understanding across multiple models.

Teachers utilize the projects and hands on science activities as formative and summative assessments. Students use a four-point unit rubric to self-assess their science skills. End of the unit assessments are provided for all students.

1d. Social studies/history/civic learning and engagement

The school utilizes the NYC Social Studies Scope and Sequence which is aligned to the Common Core Standards. A social studies cluster teacher collaborates with classroom teachers. Students receive social studies instruction by both of these educators. The social studies cluster teacher provides explicit instruction around the social studies concepts. In each unit of study, students explore the concepts through the Eight Strands of Social Studies; history, geography, economics, government, citizenship, culture, science/technology/society and social studies skills. In addition, some units of study are taught across subject areas such as art, music, physical education and technology. For example, the Iroquois unit of study goes across the aforementioned subject areas.

The social studies cluster teacher developed student centered social studies menus based on the concepts in the NYC Social Studies Scope and Sequence and the Eight Strands. These learning menus are designed to provide students with a differentiation of meaningful entry points with regards to levels of difficulty and areas of student interest. On the social studies menus, students are encouraged to consider individuals, groups of people, and events from the past and present, through a critical and investigative lens. Students are asked to explore events from a variety of diverse perspectives. Students are encouraged to analyze a variety of sources and consider opposing opinions before drawing their own conclusions, explaining and defending their reasoning. Some of the tasks that students actively engage in are crafting lists of pros and cons on a subject, creating original historical fiction journals, writing argument-based essays, crafting persuasive letters to Congress, and researching and preparing for classroom debates.

Teachers use a variety of checklists and rubrics to help students assess and monitor their formative and summative progress. Teachers also use these rubrics for assessment. Students are also assessed via the learning menu.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The Pre-K curriculum is “Pre-K for All; NYC Interdisciplinary Units of Study” which incorporates ELA, math, science, social studies, and social-emotional learning. The units of study are aligned to the NYC Pre-K standards. In addition, Depth Of Knowledge questioning and the Hess Matrix for evaluating tasks are used. The curriculum incorporates research skills, such as observing, discussing, charting, generate questioning, and drawing. Daily read aloud selection is developed to create an environment that incorporates higher order thinking questions and conversations. This lays the foundation to foster communication, critical thinking skills, and the use of prior knowledge to make meaningful connections.

2. Other Curriculum Areas:

Students in grades Pre-K through five participate in a visual art class weekly where they learn how to produce artwork in a variety of ways using a traditional, hands-on approach.

Students in grade six participate in a residency program involving stop-motion animation where, through the mastery of video, photography and digital techniques, they document their world and demonstrate an understanding of academic subjects such as ELA and social studies. During the residency essential skills are acquired such as; storyboarding, taking digital images, image manipulation, and adding speech to the animation.

Students in grades five and six have the ability to join the annual school play where they work weekly during the school year to produce a musical. Additionally, students in grades K through six have the opportunity to participate in afterschool programs focused around the areas of cartooning, fine art, recycled arts, percussion/drums, hip-hop dance, digital art, karaoke, as well as violin instruction.

Students in Pre-K through grade five receive 120 minutes of physical education per week. They attend a 45-minute physical education class once per week and participate in NYC DOE’s Move-to-Improve elementary classroom-based physical activity program. The Move-to-Improve program integrates grade level academic concepts and physical activity in lessons that are aligned to NYS Physical Education Learning Standards. Students in grade six attend 45-minute physical education classes three times a week.

All classrooms participate daily in the Power Brain program which consists of physical, emotional, and cognitive exercises designed to improve focus, creativity, memory, confidence, stress management, and physical health. These exercises help with student learning, motivation, self-esteem, peer relationships, anxiety and self-regulation.

Students in grades K through two are offered the opportunity to participate in a Spanish language learning program once a week after school. During this time, they are introduced to essential basic skills and knowledge of the Spanish language.

Students in grades K through six participate in one Media Arts/Career and Technology Education period every week where they learn life skills such as digital citizenship and keyboarding. However, the primary focus is to teach digital media art and design that is aligned to the International Society for Technology in Education (ISTE) Standards as well as Common Core State Standards. Students learn the process of planning, designing, and producing digital art on a variety of equipment and platforms in order to create different digital art products. Such work includes animations, stop-motion animation movies, game design through computer science and NYC’s Department of Education Computer Science 4 All initiative (coding and programming), which promotes problem solving and thinking on a higher level. Students in upper grade classes also participate in website building and development in order to create a digital portfolio of work. Students are also exposed to interactive engagement questioning methods through the use of Promethean’s ClassFlow (cloud-based lesson delivery software for interactive whiteboards and displays) in order to promote peer-to-peer discussion as well as to explain how concepts relate to one another. Students are expected to apply understanding by articulating new knowledge or perspectives that is gained. Students in grades five and six also have the ability to join a photography or newspaper weekly club where they work to contribute material to the tri-annually published school newspaper and school wide yearbook.

Students in grades Pre-K through six participate in a school wide approach that focuses on positive social, emotional, and cognitive development called RULER. This approach, created by Yale University's Center for Emotional Intelligence, helps educators and students develop and acquire essential emotional intelligence skills so they can make sound decisions, foster healthy relationships, and achieve desired academic outcomes to create a more effective and compassionate society. The approach integrates into a wide range of subject areas via the Common Core-aligned "Feeling Words Curriculum" to ensure that emotional intelligence is embedded in each student's daily experience. Parents are also invited to participate in the training so that they can reinforce the emotional skills that students learn at school. RULER is rooted in social intelligence theory and research on both child and adult development and has been shown to reduce problem behavior and enhance emotional intelligence and academic achievement.

3. Special Populations:

The curriculum is designed for data driven instruction to meet the needs of all learners. For example, in Reading and Writing Workshop, students' reading and writing levels are assessed and students are grouped accordingly. In math, students are tiered into groups based on a pre-test that is given. The groups are flexible throughout the unit based on exit tickets. In addition, teachers use daily data (such as exit tickets and conference notes) to determine targeted small group instruction, which occurs routinely in every subject area. It affords the opportunity for classroom teachers to provide consistent targeted instruction. This includes high functioning students, as well as students who are below grade level; some of which include, SWD, ENL students, African American students, Latino students, and students who are economically disadvantaged.

In addition to the daily targeted small group instruction, all students are provided Tier I interventions in their classrooms. For example, teachers began the year by meeting with all parents of students who were below grade level to develop individualized instructional plans. Teachers also provide intervention through supplementary online resources such as MyOn, IXL Math and Imagine Learning. MyOn is an online library tailored to specific reading levels. IXL is an online math program that is specifically tailored to each students' individual needs. Imagine Learning is specifically used to target the language needs of ENL students.

Administration monitors the students who score below grade level on the school's internal benchmark data. Then they meet with teachers regularly to revise the students' individualized learning plans. African American, Black, and economically disadvantaged students showed an achievement gap of more than 10% on ELA and math. Hispanic and Latino students showed more than 10% achievement gap in math only. As a result, administration changed the way those students are tracked so that they could have individual conversations with teachers about the individualized learning plans for those students.

Since the school does not have any out of classroom personnel, some students are also provided additional Tier II interventions with particular special education providers or the ENL teacher. SWD showed an achievement gap of more than 10% on both ELA and math state tests. Therefore, the school opened up more special needs classes and all of the teachers in those classes have flexible programming, where they have additional three periods to work with students who are below grade level. Students are assigned to their group based on data and the teachers work with these students in cycles. A lead special education teacher also provides additional support and as of this year is trained in multiple programs, such as SPIRE and Leveled Literacy Intervention. In addition, below grade level and ENL students are provided academic enrichment classes to prepare for the NYS Exams offered during after school and Saturday Academy. 15% of ENL students scored on grade level on the ELA and 31% of ENL students scored on grade level for mathematics. Those students are offered afterschool enrichment classes. All of these students also receive targeted small group instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students participate in a school-wide social emotional program called RULER developed by Yale University's Center for Emotional Intelligence. The RULER approach uses various modalities to teach students how to best manage their emotions to successfully negotiate school and life experiences. RULER supports the entire school community, including students, staff, and parents. It builds an understanding of emotional intelligence and the skills needed to navigate strong emotional health. It also creates and maintains a positive school climate by enhancing the individual and collective emotional well-being.

For example, administrators and teachers developed a shared vision for a joint mission statement known as the school's Charter. The purpose was to describe how every staff member wants to feel at work and how they can help each other to experience those feelings. It is vital part of the RULER approach and culture at P.S. 101Q. RULER works to build and sustain a positive emotional climate where teachers feel valued and supported. Additionally, teachers created similar charters in every class with students.

P.S.101Q also has a school-wide Positive Behavioral Interventions & Supports system in place to support appropriate student behaviors outside of the classroom. Students earn points for behaviors in the corridors, cafeteria and playground by any staff member other than their teacher. In conjunction with the PBIS program, the school engages in school-wide Community Reads, which are a series of picture books that foster the character qualities that students should exemplify. Additionally, students in grades three through six have the opportunity to become part of the school council, renamed Positive Action Leaders by students. PALS serve as role models among their peers and also help make school-wide decisions concerning school culture.

Furthermore, in all school-wide subjects, students take on leadership roles where they reflect and evaluate the performance of their own learning as well as their peers'. All of the aforementioned approaches, including self and peer assessment, motivate students through a positive classroom environments that support their academic, social, and emotional growth.

Teachers also feel supported by one another as they work collaboratively during daily common preps and weekly professional development. Teachers provide professional learning sessions for one another, as well as attend workshops at the district, Teachers College, Yale University and other outside organizations. Administrators support teachers through the New Teacher Institute and ongoing weekly meetings. Administrators are also approachable to meet with teachers on a regular basis.

2. Engaging Families and Community:

P.S. 101Q has an actively engaged parent community and partners with several community based organizations. The Parent's Association executive team, School Leadership Team, and Classroom Parent Partners have taken on parent leadership roles in the school. For example, there are five elected parents that work in conjunction with five school members for school-wide educational decisions. Additionally, the Parents' Association executive board consists of 14 elected parents who work alongside the administration to improve the school's programming and environment. The PA Co-Presidents and/or the executive team meet with the principal bi-weekly to collaborate on school-wide issues.

The school's Parent Coordinator is a full-time staff member dedicated to support parent/school collaboration. The Parent Coordinator serves as a liaison between parent volunteers and the school. Hundreds of parents volunteer at the school each year. A few of those volunteers chair school committees and events. For instance, last year a committee of parent volunteers and one parent leader hosted the International Dinner, one of the largest school events, with over 73 cultures represented and over 700 participants. Other events led by parents include the talent show, movie nights, Halloween extravaganza, book fair, Parent/Teacher Social, and classroom celebrations, etc.

The school hosts parent workshops monthly around pertinent subjects such as emotional intelligence, testing, and academic supports that can be provided at home. Parents are also provided with newsletters and videos from staff members, which contain information on how to support their children. All newsletters and videos are uploaded to the school's website. The school steadily engages parents academically by communicating students' successes and challenges through consistent parent contact. Parent-teacher conferences are held bi-annually. Additionally there is weekly time set aside for interim parent conferences. Parents also have the ability to speak to teachers via text, telephone and email. The school also provides a parent online gradebook called Pupil Path, which allows them to view their child's grades in real time on a smart device.

The school engages Community Based Organizations. Council Members and the Borough President's office have provided grants to the school for technology, capital upgrades to the school building and after school programs. Universities such as Teachers College Columbia University, St. John's University, and Hofstra University have provided student teachers, professional development and other supports to our teachers. Other community organizations such as the local fire department, police department and libraries have also partnered with the school.

3. Professional Development:

Administrators, teacher leaders, and the School Leadership Team develop a School Instructional Focus based on NYS testing data and teacher evaluations. This instructional focus aligns with academic standards for NYS and drives the professional learning for the school year. For example, teachers analyze their NYS testing data and identify priority standards; standards on which their students performed poorly. Teachers then revise the curriculum areas where those standards are taught. The instructional focus assists in lifting the level of instruction for these standards. This year, the instructional focus is to build teacher capacity to improve students' critical thinking skills by using the HESS Matrix (rubric) and Danielson's Rubric. As a result, teachers are able to highlight and improve upon the instructional focus when revising those units.

Teachers participate in ongoing professional learning in cycles of study around the instructional focus. The learning begins with the school's Instructional Cabinet engaging in action research, which results in teacher-led professional development. The Instructional Cabinet includes teachers across grades alongside administrators. During their action research, the Instructional Cabinet provides professional learning through inter-visitations and professional development sessions. Additionally, teachers are provided time to collaborate with colleagues on their grade level daily, which stimulates discussion around the areas of student performance, curriculum, and instruction. Teachers also participate in a series of inquiry study groups where they conduct research and present their findings to colleagues.

Moreover, teachers are given resources for and are encouraged to attend out-of-school workshops at Teachers' College Columbia University and the District Office for Teaching and Learning. In addition, administrators and Teachers' College staff developers provide ongoing professional development around the instructional focus. Teachers are encouraged to voluntarily attend sessions run by administration and fellow teachers that provide insight into how to better develop their pedagogy. Teachers' College also provides ten 80-minute sessions during the school work day for every teacher to receive intensive training. Special education teachers participate in a bi-annual Special Education Institute led by a lead special educator and an administrator, where best practices to meet the needs of struggling students are studied.

The net result of the professional learning cycles is that teacher capacity to provide strong pedagogical practices has increased consistently over the past few years. As of last year, 99% of teachers were rated effective and highly effective on their end of the year teacher evaluations. As a result, student performance increased 7% in ELA and 8% in Math.

4. School Leadership:

The school's leadership philosophy is centered upon both distributive and situational leadership. The principal ensures that structures for distributive leadership are essential to the backbone of the school. For example, there are defined opportunities for teachers, parents, and students to take on leadership roles.

Teacher leaders make up the Instructional Cabinet and the School Leadership Team, which consists of parent leaders as well. Both of these teams investigate and study innovative practices to strengthen instructional pedagogy that lead to student achievement. Other teachers take on roles that foster the social-emotional aspects of student development, which also lead to student achievement. For example, two teachers spearhead RULER from Yale University, the school's social-emotional program. Another teacher leader facilitates the professional development specifically for special education teachers. In addition, other teachers and staff members are on committees such as Principal Policy, RTI, Spirit Team, etc., to ensure that school policies are in the best interest of the students.

Situational leadership is utilized by the principal as a development model to ultimately coach all teachers, staff, and parents to be highly competent and committed. In order to do so, the principal uses Ken Blanchard's model for identifying and coaching teachers, parents, and students. All the while, fostering a positive culture where all staff are able to take risks and succeed in their leadership roles. Shared decision making is a central and authentic part of the school community. Ultimately, this transformational style of leadership fosters a community that takes ownership over student achievement.

The principal meets quarterly with lead teachers for feedback on professional development and instructional practices. She also meets monthly with the School Leadership Team, Principal Policy Team, Parent Association Presidents, and the Student Council to brainstorm and monitor resources that support student achievement. Other committees, such as the Instructional Cabinet meet with the principal weekly to sustain the fidelity of programs and policies. Moreover, assistant principals meet with grade teams weekly to revise curricula and analyze student data. The principal coaches the assistant principals in these endeavors. Teacher observations are also conducted regularly by the principal and assistant principals to provide actionable feedback to teachers about pedagogy and student achievement. Parent leaders, such as executive board members and volunteers for school events, meet with the principal regularly to collaborate on community events and programs. The principal also coaches the Parent Coordinator in her role of supporting parents.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Of all of the practices P.S. 101Q employs, its most important asset is the culture of collaboration and community. Peter Drucker says, “Culture eats strategy for breakfast.” The strategies engaged for student success are effective because of the foundational principles of working together, continual growth, and care fostered in every aspect of school life. Teachers, staff, parents and students are motivated to do the work because of the culture.

There is a strong emphasis on the social-emotional climate for teachers, staff, parents and students. The culture of the school is developed from curriculums such as RULER, as well as through the school’s familiar values of mutual respect, kindness, and emotional safety. Therefore, students feel valued and comfortable taking risks in their classrooms. The social-emotional environment created by teachers in every classroom is the foundation for student success. There is a strong sense of collaboration at the school: a willingness from the teachers and staff to work together, and take risks while trying new strategies for continual improvement. The staff provides helpful and candid, yet respectful feedback to one another. Parents also are an intricate part of the community life of the school. P.S. 101Q parents are valued partners and feel supported by the school, as evidenced by the NYC School Survey.

As in most organizations, the rise and fall of the school begins with leadership. “Leaders have to provide direction, create the conditions for effective peer interaction, and intervene along the way when things are not working as well as they could,” according to Educational Leader, Michael Fullan. It is the intentional practice of the principal and other school leaders to ensure that the culture of the school is the bedrock of all its success. The principal’s mantra is “Together We Are Better!” School leaders give the principal feedback to ensure that the school charter is maintained and honored. This mission statement, developed collaboratively by teachers and administration, describes how each member of the school community wants to feel as they engage in their work. Teachers also develop these charters in their classrooms with students. The expectations of what is and is not valued in our culture are clear and adhered to by most staff. As a result of these intentional practices that support collaboration and community, P.S. 101Q constantly improves upon its greatest asset for success, its culture.