

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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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	9	9	18
K	27	26	53
1	30	22	52
2	26	26	52
3	26	31	57
4	32	24	56
5	35	22	57
6	16	34	50
7	26	26	52
8	28	20	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	255	240	495

*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):
- 2 % American Indian or Alaska Native
 - 3 % Asian
 - 14 % Black or African American
 - 46 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 31 % 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 2017 – 2018 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, 2017 until the end of the 2017-2018 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2017	497
(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: 4%
18 Total number ELL

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

Spanish, Chinese, Greek

7. Students eligible for free/reduced-priced meals: 57%
Total number students who qualify: 280

8. Students receiving special education services: 8 %
42 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>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</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: 13
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.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 191:1

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	96%	97%	97%	96%	96%
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.

To provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students engage in dialogue using the Socratic method to become critical thinkers. Students become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.

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

Hellenic Classical Charter School (HCCS) implements a lottery system to select applications that identify students for enrollment and generates the school’s waiting list. While students are chosen randomly during the lottery process, HCCS does provide enrollment preferences to siblings of current students, English Language Learners, students living in District 15 in New York City(NYC), children of employees and all other students residing in NYC. Students enrolled in HCCS Pre-K automatically matriculate into Kindergarten.

PART III – SUMMARY

Hellenic Classical Charter School (HCCS) provides a diverse student body with a rigorous education in a dynamic environment. We implement a classical educational model that uses standards-based curriculum enriched with classical studies in Greek and Latin languages. Our students strive to be critical thinkers who develop the knowledge and skills necessary for success in college and life.

Located in Kings County, New York, our diverse student body is our greatest strength. We are proud of the diverse cultural backgrounds that are represented by our student body, including 14% of our students who identify as African American, 46% of our students who identify as Latino, and 31% of students who identify as White. The foundation of our success can be found in our unyielding belief that all students benefit from a classical education model, specifically enriched by Greek and Latin studies.

We implement a rigorous classical education that is rich in challenging content. Our classical education model includes a standards-based curriculum, didactic instruction, intellectual coaching, Socratic seminars and intensive academic support. In every classroom, students engage in the Paideia Model to advance balanced learning of content knowledge and higher order thinking. This model is a rigorous form of the Socratic method that promotes collaborative dialogue and questioning. Our commitment to this model supports the development of our students' critical and creative thinking, collaboration and listening, speaking, reading, and writing skills. This classical learning process prepares our students to earn a living, develop skills to become responsible citizens, and enhances their social and emotional competencies.

Our classical education model is enriched by a steady commitment to learning to read, write, speak, and understand the Greek language, beginning in Kindergarten. Our students also spend considerable time learning about Greek culture and history. Supported by research results, we implement Greek studies in order to improve our students executive functioning skills, improve their reading and linguistic skills, enhance their ability to hypothesize, and increase their capacity to be productive in the global marketplace. We also know that engaging with classical languages improves our students' English vocabulary acquisition, as the roots of twenty percent of all English words can be traced to a Greek origin.

Beginning in sixth grade, we then expand upon our students' classical education model by exposing them to Latin. The addition of this classical language to our students' studies are significant because half of all English vocabulary words find their roots in the Latin language. Our students' experience validates the research that shows students who study classical languages have strong vocabulary and grammar skills while supporting student growth on standardized assessments.

As with all we do at HCCS, our staff and students do not just participate in classical studies but live the experience. In February of 2018, students and staff members from our National History Day team and Ancient Theater Group traveled to Athens, Greece in order to experience the classical culture that drives learning within our school first-hand. Our students' learning was effectively applied to transform their local rendition of The Burning of Smyrna, which captured first place at the New York City History Day Fair. This is significant because we close the experience gap for our students. They are able to observe and enjoy the practice of professionals who set great examples for their development. We then foster our students' growth by providing an environment that supports student implementation of those skills in a meaningful and authentic fashion.

Our commitment to classical studies has fostered significant academic growth for all members of our school community. We have been designated a High Performing Rewards School by the New York State Education Department for four consecutive years. We outperformed the average of all Kings County schools in ELA and mathematics, by 21% and 28% respectively. Just as important, our students have no gaps in student performance on any accountability measure between students of different demographic sub-groups, including students with disabilities and students who qualify for free or reduced lunch. With a clear vision focused on a classical education model, all of our students are prepared for long-term success in schools and life.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At HCCS, we implement a standards-based, balanced approach to literacy while using a reading and writing workshop model to structure our students' learning. True to a balanced literacy model, our students engage a variety of texts daily with varied supports from their teachers during read alouds, shared reading, guided reading and independent reading. The workshop model provides ample time for teachers to either explicitly teach reading comprehension and fluency skills or model the application of those skills by thinking aloud as they read aloud texts above students current reading levels. Students then apply those skills during guided reading and shared reading conferences with their teachers or group reading activities with their peers. Finally, students apply their learning to independent texts leveled to their current fluency and comprehension levels. This gradual release of responsibility allows our students to develop their literacy skills and move toward independence.

Students achieve deeper understanding of texts through their participation in our Paideia Model. They strengthen critical thinking skills as students engage in collaborative intellectual dialogue facilitated with open-ended questions about a text. Students are provided intellectual coaching and didactic instruction to support their development throughout the Paideia process. An expanded description of the process is found in Part VI of this application.

Our students engage in a number of word study supports as necessary to develop their literacy skills. We provide small group phonics and fluency instruction using Teachers College Phonics program, supplemented by Wilson's Foundations. This word study level work is also supported by our enriching focus on Greek and Latin languages. The combination of English, Greek, and Latin word study supports our students' fluency as they develop the skills necessary to read both informational and literary texts.

The development of reading skills by individual students is assessed through the implementation of classroom-based formative assessment and school-wide formative assessments and benchmarking. These assessments, which include Fountas & Pinnell Benchmark Assessments and NWEA assessments, allow us to identify individual strengths and areas of improvement. We use those assessments to provide in-depth data-informed decisions, including the allocation of resources towards interventions to close the achievement gap. Our RTI model includes three tiers of support, universal, targeted, and intensive. While interventions may vary from small group instruction several days a week to individualized instruction five days a week, we are driven to meet each student's needs as they demonstrate proficiency.

1b. Mathematics:

Mathematics instruction at the HCCS balances the development of conceptual understanding and procedural fluency demanded by the New York State Next Generation Mathematics Standards. We implement the Go Math curriculum to engage students in deep, meaningful learning. The Go Math curriculum provides the resources necessary for our students to engage in a blended learning curriculum, accessing rigorous mathematical instruction in the classroom with their teachers and peers and online.

We structure our mathematics instruction within a workshop model. The workshop model supports a gradual release of responsibility in five distinct stages. Student begin learning as the teacher explicitly teaches a mini-lesson explores concepts or models particular skills and strategies. Students then practice the skill with their teachers and/or peers. After their supervised practice, students work independently to apply their new skills and knowledge. A typical mathematics workshop then concludes with an opportunity for students to share their strategies and understandings. When considering complex mathematical concepts, students engage in Socratic questioning and discussion to better solidify their understanding of new concepts and skills. The stages of the workshop model provide teachers the opportunity to formatively assess students as they release the responsibility for learning.

Mathematical fluency is a priority of all classrooms within HCCS. Early elementary students engage in number talks to support the development of their number sense. In late elementary and middle school, students participate in fluency drills to develop their number sense and mathematical reasoning. Our balanced approach to fluency and conceptual understanding develops each child's comprehensive understanding of mathematics.

At HCCS, we have a systematic and guaranteed response to identifying and responding to learning difficulties in mathematics. Students at HCCS are formatively assessed daily in the classroom and on school-wide interim assessments (NWEA) throughout the year. We respond to learning difficulties in two ways. First, we utilize a digital mathematics program (IXL) that specifically aligns lessons to close any achievement gaps in real-time. Secondly, we implement mathematics "centers" that allow our teachers to provide small group interventions for students to engage in focused practice.

1c. Science:

Science instruction at HCCS is designed for students to engage rigorous scientific content as well as the application of scientific skills. Supported by the New York City Science Scope and Sequence, the core of our program fosters our students' ability to actively explore and investigate scientific ideas, concepts, and "natural phenomena".

On a procedural level, our students regularly engage with the scientific method to support authentic inquiry. Students engage the scientific method by questioning, observing, classifying, inferencing, predicting, and collecting and interpreting data. We balance the learning of content with skills employed by scientists in field. The results are well-rounded students that understand scientific concepts and can apply scientific skills.

Each unit of study is guided by essential questions that engage students in scientific thinking. The essential questions support inquiry and hands on investigations drive student learning.

Teachers assess both formative and summative student learning. Pre-assessments are given to evaluate students' preparedness for content. Learning experiences in a unit prepare students for mastery of specific Performance Expectations. Unit projects and unit performance tasks give students opportunities to demonstrate their understanding of the Performance Expectations. Rubrics are used for evaluating student work. Quizzes or an exit ticket provide a quick assessment of each lesson objective. A unit test provides an in depth assessment of the Performance Expectations aligned to each unit.

Students are given the opportunity to explore their own scientific inquiry in physical, life, and earth/space sciences in their daily instruction and an annual science fair. Our students also participate in the NYC Science Olympiad. In addition, HCCS is beginning to explore and implement a project based learning curriculum in STEM. Students' classroom work is also supported with field trips and outside partner organizations such as Urban Advantage and The Brooklyn Botanic Garden.

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

The HCCS social studies program is designed so that students make sense of the world we live in, connecting big ideas to their own lives so they have the capacity to become active members of our local and global community. While we teach important historical content, we stress the importance of thinking like a historian. Our students are expected to raise questions, think critically, consider many perspectives, and gather evidence in support of their interpretations. These real world skills help prepare our students to be participating citizens in our democracy.

HCCS's social studies program is supported by the New York City Department of Education's Passport to Social Studies and all instruction is aligned to the New York State K-8 Social Studies Framework.

Considerable collaborative effort is given to implement this curriculum in a manner that demands students gather and interpret evidence, apply reasoning and causation analysis, reason geographically, and build

comprehensive understandings of the role economics and civic participation play in the global community. Each unit of study is driven by an essential question that leads students to enduring historical understandings.

Critical to historical practice, writing is heavily emphasized in our social studies program. Social studies and English language arts teachers meet regularly to share practice to support writing in a historical context. Students engage in the writing process with the use of rubrics and checklists that were created to support their historical writing.

Each unit of study is guided by essential questions that engage students in historical thinking. Additionally, focus questions support the crafting of specific lesson plans for each unit of study. The focus questions are aligned with the unit goals and objectives. Teachers adapt and customize lessons to meet individual student needs. Documents, trade books and primary sources support rigorous instruction and student inquiry. Writing is a daily practice in Social Studies and the same content area rubrics and checklists used in ELA are used by teachers and students in Social Studies. Performance tasks, formative assessments and seminars are used to assess students.

Social Studies in our early elementary grades focus on building an awareness of self in their neighborhood, borough, city, country, and world. Students in late elementary school and middle school begin to analyze and explain multiple perspectives of complex issues across different time periods, geographic regions, and cultures. Activities and lessons are designed to nurture inquiry and critical thinking as students investigate enduring themes of people and events that have shaped our world.

1e. For secondary schools:

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

Our Pre-K curriculum is learner-centered and play-oriented, advancing learning and development in all areas of the Prekindergarten Foundation for the Common Core (PKFCC). It's driven by; phonological awareness activities, supports for emergent reading and writing, strong math experiences emphasizing the development of children's mathematical thinking and reasoning abilities, play-based contextual experiences, a rich oral language environment, social emotional learning tools promoting self-regulation, ongoing assessment and family involvement.

Alignment is supported in many ways. Curriculum is designed so that each year's content builds on the previous years'. PLC's occur in horizontal and vertical team meetings, ensuring instructional practices are aligned across grades. Inter-visitations between Pre-K and Kindergarten teachers allow teachers to become familiar with instructional practices and expectations in the respective classrooms. A Pre-K –Grade 5 instructional coach ensures curricula and instruction are aligned between earlier and later grades.

Primary grade teachers have reported increased academic and social skills among children who attend Pre-K. Most students use advanced vocabulary, have strong language skills and reach benchmark reading levels by the end of First grade.

2. Other Curriculum Areas:

Art instruction engages all students in various and broad forms of art and art periods throughout history. Students complete projects that reflect historical artists and their impacts on diverse cultures, history, religion, and philosophy. The visual arts program is cross-curricula, supporting our students' studies of science, social studies, and Greece. Inspired by the work of Henry Matisse, Alexander Calder, and Nellie-Mae Rowe, art instruction at HCCS allows students to express themselves, their feelings, and their perspectives on societal issues, such as bullying.

Music instruction at HCCS introduces and allows students to explore elements of rhythm, melody, and

harmony. Students learn how to read music, identify different types of music, and understand the variety of musical settings such as theater, opera, ballet, marching bands, and orchestras. Music instruction includes musical instruments, elements, and genres. Classroom instruction is supported by regular field trips to observe professional musicians, including trips to Carnegie Hall twice per year.

Physical instruction at HCCS provides the activity and education necessary for students to maintain a healthy body and life and enhance each child's psychological well-being. Our program strikes a balance between competitive and cooperative games, developing our students' skills of cooperation, collaboration, fairness, empathy, sportsmanship, and respect. Students work constructively with others to accomplish group or team activities. Students enhance their understanding of physical activity, sports and games as a way to comprehend cooperative and competitive behaviors and develop leadership skills that allow students to self-assess their strengths and needs while creating goals and plans for improvement.

Technology is incorporated and embedded across all content areas. Beginning in Kindergarten, students are taught to use technology effectively to enhance their studies throughout the early elementary grades. In late elementary and middle school grades, students use technology to enhance learning, conduct research, receive instruction, and practice skills and concepts. Students, as early as Kindergarten and continuing in all grades, participate in a coding class that allows them to dive deeper into computer science and building technological competencies.

Greek instruction, in early elementary school grades and progressing in complexity in late elementary and middle grades, focuses on the acquisition of essential phonological and phonemic awareness skills necessary for mastery of the Greek language. Students engage in echo reading, choral reading, and fill in the gap reading of Greek literature. Students build their Greek vocabulary, alphabet recognition and phrases. Students then continue to decode, read, write, and have dialogue in Greek on their level of competency to ensure student engagement and fluency with the language.

Language acquisition supports further study of Greek culture, including literature, history, art, music, and folk dance. Students study the historical and cultural experiences of the Greek nation through the ages. Students regularly research Greek life from a historical perspective and apply their learning through rich application, including school plays, and classroom performances. Our focus on Greek language and culture seamlessly supports our classic educational model.

3. Special Populations:

At HCCS, we foster an inclusive learning environment to address the needs of students with a variety of backgrounds, learning styles, and abilities. HCCS considers each student's academic program individually, in consultation with families, so that our overall educational program is tailored to meet the needs of every student, prioritizing students with disabilities and English learners. Our students have access to exceptional learning opportunities in a least restrictive environment. This least restrictive environment fosters student learning as students with disabilities and English learners study the general curriculum with the supplemental accommodations necessary for success.

We use a variety of data streams to ensure that all of our students, including students with disabilities and English Learners, learn within a system that assesses learning needs, identifies learning gaps, provides immediate support to close those gaps, and provides the necessary accommodations and supports for students to thrive. These data streams include state assessments, interim assessments, and ongoing formative assessments in the classroom. Identifying at-risk students allows us to place students within our RTI process and implement effective interventions quickly and effectively, with little time lapsing between the identification of a gap and the implementation of a corresponding, research-based intervention.

Our RTI program reflects what we know concerning best practice in educational research. We implement tiered interventions that vary in frequency and intensity, but always address the specific need of learners. Students may qualify for three different tiers of intervention, from Universal to Targeted to Intensive. Students who demonstrate significant barriers to learning may receive three to five days worth of intervention service per week. Staff members at HCCS dedicate the time, personnel, resources, and

curriculum materials necessary to meet the individual needs of all students.

HCCS's program for English learners utilized an English as a Second Language (ESL) model in which all content area instruction is delivered in English. That said, we recognize that our English learners are on a continuum of English proficiency and students are provided "push-in" supports based on their current language needs. These "push-in" services foster learning by modifying content to support each child's language needs. The staff at HCCS recognize and use student's native language skills as an asset for acquiring new content, gradually decreasing supports and students develop English proficiency. Content modification and additional resources for English learners are provided to every student until she/he demonstrates full English proficiency.

Collaboration between special education teachers, academic intervention specialists, and general education teachers are a priority at HCCS. Student learning is a shared responsibility for all who serve our children. Special education teachers and academic intervention teachers meet regularly with general education teachers to develop goals and academic plans for at-risk students, providing the accommodations and modifications necessary for all children to access the general curriculum. Special education and academic intervention teachers utilize these planning opportunities as they work with students in advance of units of study to ensure they have the prerequisite knowledge and skills needed for success in their upcoming studies.

Another strategy targeting our early childhood population is to identify at-risk students in grades Kindergarten and First and provide them with explicit and direct reading instruction through the Reading Rescue program. This research based program supports our belief that it is critical for students to read on benchmark by the end of First grade. Our data shows that Reading Rescue has been successful and effective in reaching our goal.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Hellenic Classical Charter School implements a School-Wide Positive Behavioral Interventions and Supports approach to building a positive school environment for students, families, and staff. Aligned to the federal Every Student Succeeds Act, HCCS supports students in a proactive and supportive manner that far exceeds traditional and often ineffective disciplinary approaches of the past.

At the core of our program are our values. HCCS students, families, and staff emphasize the importance of responsibility for learning, doing one's best, being respectful to self and others, and honesty. Each of these values prepare us to model good citizenship. Knowledge, wisdom, and truth are critical elements to our academic studies that prepare each of us to make the world a better place.

Staff and students at HCCS utilize several modes for celebrating positive behavior and explicitly highlighting positive values. Students participate in monthly assemblies that recognize students and staff members for modeling values within our community. Students are also eligible to earn Student of the Month awards, which carry the prestige of having one's photograph and description displayed prominently at the school's entrance. Finally, newsletters go home specifically highlighting the positive contributions that both students and staff make to our supportive environment.

When students exhibit difficulty living our values, we provide tiered and appropriate interventions to help resolve problems and build skills for future interactions. Like our academic program, students receive proactive interventions that differ in frequency, intensity, and duration. Interventions are driven by each child's need to build skills or solve problems that are impeding their ability to live our core values.

Professional Development is a priority in our school as everyone is a learner. Teachers are included in choosing areas they would like support in through surveys. Teachers are also encouraged to seek out specific PD respective to their needs. Staff turnkey their new learning to their peers at grade band meetings, grade team meetings or faculty meetings. Time is embedded in the schedule for these meetings and for grade teams to meet consistently. During Intervisitation Week teachers are in others classrooms providing the host teacher with feedback on a specific focus area chosen by the host teacher. Our teachers also participate in Peer Reviews in which they reflect and give feedback on specific lessons within a unit of study. The non-evaluative nature of these practices builds trust among staff and supports teachers' growth in their instructional practice and their professionalism.

Teachers also have the support of a Math and Literacy coach. Grade teams meet with the coaches weekly to plan respective units, look at data and plan next steps for groups of students.

The results of our School-Wide Positive Behavioral Interventions and Supports approach have been overwhelmingly positive. The New York City Department of Education rates the school's supportive environment as Excellent. This rating serves as evidence that our students feel safe physically and intellectually, are challenged to grow, and are fully supported to meet high expectations.

2. Engaging Families and Community:

Effective communication with our families and community is critical to our students' growth and achievement. HCCS provides many pathways for families and community members to engage with the school, including both in-person activities and constant streams of communication. Leading our communication effort with the community is our Family Coordinator. Our Family Coordinator is a full-time employee who organizes events and ensures a constant flow of communication to families and community members.

Families served by HCCS regularly receive critical information regarding our students' achievements and challenges. Families receive monthly newsletters and are invited to parent-teacher meetings and open

houses throughout the school year. We have also established digital systems that allow families to communicate with staff twenty-four hours a day, seven days a week. We have a robust Parent-Teacher Association (PTA). All major considerations and decisions, including those in which the Board of Trustees is responsible, is communicated and discussed at monthly PTA meetings.

One of the most important elements at HCCS is that we engage all families and students, including those who speak limited or developing English. All key documents from the school are translated in the native language of our families to ensure accurate and timely communication. The school also provides bilingual speakers who provide translation services for families during meetings and events at the school.

HCCS understands that schools are as strong as the trust they build between students, families, staff, and community members. We make every effort to build trust through open and honest communication, providing continuous and reliable support, sharing a vision for success, and demonstrating that we are responsible for the success of all students. The PTA supports valuable events such as our chess program and book fairs.

Our efforts have been recognized by the New York City Department of Education as they rate us Excellent in building Strong Family-Community Ties. We are recognized for forming effective partnerships with families and outside organizations to support our students growth. Far above city averages, 95% of families report receiving regular communication about their child's academic performance and development on anonymous city-wide surveys. These ties provide invaluable support for our students' growth and achievement.

3. Professional Development:

The professional development plan at HCCS is driven by student performance data on interim and state assessments and previous teacher evaluation data. School leaders and teachers work together to develop HCCS Professional Development Plans that address the instructional goals of the school, grade-level teams, content-area teams, and individual teachers. Teachers receive professional development during a pre-opening intensive workshop period of seven days prior to the opening of school each year and throughout the year as part of their job-embedded development.

Each year, the pre-opening intensive professional development period includes seven days worth of learning focused on curriculum development, data-driven instruction, technology, and effective pedagogy for supporting students with disabilities and English learners. Each of these broad topics help bridge the gap between theory and practice within the school. Teachers participate in developing the educational program, including the development of curriculum maps and a plan for providing accommodations and modifications for students with disabilities and English learners. Considerable time is dedicated to learning and practicing pedagogical moves that are needed to meet the need of all learners.

Job-embedded professional development continues throughout the year to support teacher growth and capacity. After observing teachers practice, teachers and school leaders agree on high-leverage professional development needs. The school then provides an initial workshop to model a particular pedagogical skill and provide context for its implementation. The staff then practice implementing the skill, first with each other and then within the classroom. As they implement, coaches are provided to gather data and provide feedback to each teacher. The group of teachers implementing the skill then debrief the process with one another, share their learnings, and develop plans for future growth. The combination of our pre-opening intensive professional development and ongoing professional development provide the structures necessary to support student growth.

Critical to our system of professional development is our system for developing and implementing a professional learning community(PLC) model to support teacher growth. PLCs are the vehicle or system we use to clarify our learning intentions, analyze student performance on assessments, and build action plans when student learning outcomes do not meet expectations. Within PLCs, our teachers conduct peer reviews of unit plans as well as look at student work to ensure they have met rigorous outcomes. If student work does not represent the level of rigor required, our teams share best practices from other classrooms to

support the growth of the supporting teacher so that she/he can implement effective interventions that better support student learning.

4. School Leadership:

The Board of Trustees governs Hellenic Classical Charter School, overseeing the academic, cultural, operational, and fiscal health of the organization. The Board of Trustees partners with and holds the principal accountable for implementing a strategic plan that ensures each department of the school operates effectively to support student growth. The Board of Trustees receives monthly reports on the progress and achievement levels of students based on assessment data disaggregated by grade, ethnicity, poverty-level, and special education.

The principal's primary responsibility is the development and implementation of a strong curriculum program, including educational programming, instruction, student enrollment, parent relations, hiring and evaluating teacher, professional development, and data-driven instruction. The principal provides supports to all instructional staff, including the Dean of Academics, instructional coaches, teachers, and teacher assistants.

The principal is supported by the assistant principal in the development of a strong and rigorous instructional program. The assistant principal supports and leads the guidance counselors and the dean of discipline, as well as providing support for the instructional staff. The principal and assistant principal partner to provide a clear vision for the instructional program at HCCS.

HCCS's Director of Operations and Finance completes the senior leadership team at the school. The Director of Operations leads a team that acquires and distributes all resources needed to support the instructional vision of the school. The Director of Operations leads the operations manager, school aides, administrative assistants, nurse, custodians, security and food service staff.

HCCS employs a small, effective leadership team that empowers staff to meet the needs of children throughout the building. Together, the principal, director of operations, and assistant principal collaboratively establish an instructional vision and distribute leadership to realize their vision. The school's leadership team was rated Excellent by the New York Department of Education, providing data that shows the school has a clear vision and that curriculum, instruction, and learning materials are well coordinated vertically throughout the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

HCCS implements the Paideia Model across content areas to actively engage students as they master new content and develop skills. As the cornerstone of our classical education program, our students engage in this rigorous form of the Socratic method and intellectual coaching that promotes collaborative dialogue and questioning. We use the Paideia Model to prepare our students to earn a living after graduation, develop citizenship, and inspire students to adopt a growth mindset.

At HCCS, all students engage with the Paideia Model as a means for meeting the rigorous demands of the New York State curriculum. Most importantly, this instructional methodology encourages students to think critically, speak and listen effectively, read closely, and write concisely as they collectively comprehend new concepts and apply new skills.

Instruction across content areas allow for three modes of instruction to increase student engagement with rigorous content. Students engage in Socratic seminars to deepen understanding of core content ideas, critical concepts, and values for effective citizenship. Staff members provide intellectual coaching, which includes modeling and questioning to support student development of academic content. Lastly, didactic instruction is the delivery of explicit instruction of factual knowledge within content areas, including vocabulary, people/characters, dates, and places.

Within our Paideia Model, students are the center of the learning process. Teacher led instruction, didactic instruction, is limited to ten to fifteen percent of classroom time. The remaining structure of classroom time is dedicated to the collaborative exploration of new content and skills by students, either through Socratic seminars or intellectual coaching.

The impact of the Paideia Model has had a significant and lasting impact on student achievement, especially within our English language arts content area. Student motivation has increased drastically because students are facilitating their own seminars, generating their own questions and expressing their own understanding. By providing a model of continuous growth, our approach has contributed to our robust and respectful school culture by developing our students' communication skills and increasing their agency as learners. Students also learn how to productively look at multiple sides of a single issue. Each of the preceding impacts have fostered a culture where students share disagreements, develop a robust understanding of narrow topics, and create well-developed arguments to answer sophisticated and complex questions.