

U.S. Department of Education
2020 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. Sarah Gobin-Darrell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name PS 134 Elementary School
(As it should appear in the official records)

School Mailing Address 4001 18TH Avenue
(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11218-5796

County Kings

Telephone (718) 436-7200 Fax (718) 686-2205

Web site/URL http://www.schools.nyc.gov/schools/K134 E-mail SGobin@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Julia Bove E-mail JBove@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #22 Tel. (718) 968-6115

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. Jessica Byrne
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	42	100
1	50	61	111
2	51	37	88
3	46	56	102
4	49	51	100
5	59	45	104
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	313	292	605

*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):
- 4 % American Indian or Alaska Native
 - 44 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

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, 2018 until the end of the 2018-2019 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2018	585
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

The following languages are spoken by our students: Uzbek, Tajik, Russian, Arabic, Urdu, Bengali, Spanish, and Haitian Creole.

English Language Learners (ELL) in the school: 12 %
75 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 83

8. Students receiving special education services: 11 %

69 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>63</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</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: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 13:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	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 2019.

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. 2006

15. In a couple of sentences, provide the school’s mission or vision statement.

At P.S. 134, we are dedicated to creating a learning environment that strives for excellence and set high expectations for all students. This is achieved through rigorous standards-based curricula and differentiated instruction. All students are held accountable to meet these standards. Together, the home and school community instill respect and inspire a love for 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

P.S. 134 is a community school in the Kensington, Brooklyn. All of the students are from the surrounding neighborhood in District 22. It is a K-5 school that welcomes all families. The children come from all over the globe. Teachers, students, families, and community members work together to provide a productive learning environment for students to be successful academically and socially. The staff members of P.S.134 are committed to providing the best education for the students.

All teachers and paraprofessionals participate in professional learning sessions with coaches and educational consultants. They learn strategies to implement within classrooms. Teachers lead inter-visitations and use new approaches that impact instruction. Educators utilize data cycles during each unit of study. The students are pre-assessed and teachers analyze the data. The information is shared with students. Teachers develop next steps with the children. The teachers and the students work together to set goals. Teachers use the pre-assessment data to plan lessons and continue the data cycle. Each teacher shares findings with grade teams. Then, the findings are examined school-wide. The teachers, coaches, and admin team, work closely to determine trends and next steps. Educators and students use a variety of protocols to examine data. Based on the needs, coaches and academic intervention teachers are paired with classes. Grouping is flexible and modifications are made periodically. Coaches work with every classroom and plan, model, co-teach, and offer support for teachers.

Members of the Cabinet and Instructional Leadership Team participate in learning environment walks and school-wide inquiry work.

Teachers across all grade levels participate in District 22 Ambassador Meetings and turnkey information to teams school-wide.

Staff members participate in district English as a New Language (ENL) and Students with Disabilities (SWD) workshops to learn best practices for English Language Learners (ELLs) school-wide. Each week, teachers and administrators lead professional development sessions. Teachers who attend professional development turn key to staff during common prep times, and professional learning sessions.

P.S. 134 is a Teachers College Reading and Writing Project school. Students are exposed to authentic books and literature. They engage in various types of reading, including independent, guided, and partner. The children write across various genres and have opportunities to share their work with others. In math, the school uses the philosophies of Algebra For All. Students are taught the importance of using the most efficient strategies and approaches when solving math problems. They engage in inquiry and exploration with peers in cooperative groups. The school uses the same approach in science and social studies instruction. The students participate in interactive experiences. The majority of topics explored in these areas are integrated into other coursework, such as physical education, art, music, and technology.

There are many enrichment opportunities for all children at P.S. 134. The students can participate in clubs of choice and explore interests. The school has a chorus, ukulele club, and keyboarding group. During school hours, the children can take part in athletic and sports club, science club, or tech club. Students offer ideas to their teachers that influence the course of study. All students participate in school-wide performances and dance festivals. The school partners with three neighborhood organizations to offer additional cultural experiences for the students.

All students are recognized school-wide for conducting random acts of kindness. Staff members celebrate students and acknowledge when thoughtful actions are made. Also, children are honored when they are caught being super (CBS). Staff members highlight students for being ideal citizens. Each month, one student per class is celebrated for going above and beyond in the classroom. The school has a student leadership team and student council. Both groups are made up of student volunteers that represent the entire student body. The student council members meet with the admin team monthly to share insight and feedback about the school. This information is used to make school-wide changes. Both teams initiate projects that they feel will benefit the school community. Recently, the students shared announcements with school

members about importance of showing respect to one another. The students offer support and volunteer to work with younger students in the school. The students polled the children in the school to determine what items should be served at lunch.

After receiving the National Blue Ribbon School award in 2006, the school enhanced the school climate and culture by expanding the communication between school and home. Currently, there are monthly workshops offered for parents. The topics are based on surveys and feedback from the community. This helps to build stronger relationships with families. Each month, parents get the opportunity to engage in learning with students and participate in classroom lessons. Parents learn about the standards and expectations throughout the school year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Teachers, students, families, and community members will work together to provide a productive learning environment for students to be successful academically and socially. We are committed to providing the best for our students.

Success depends on the entire school community sharing accountability for supporting children in attaining these standards. At P.S. 134, we commit the time, effort and resources to ensure that every child has the opportunity to learn. Our instructional programs in literacy and mathematics support the students so they can perform successfully and develop as lifelong readers and writers. We also recognize the importance of professional development as a key component to ensuring the implementation of best practices.

1b. Reading/English language arts

P.S. 134 is a Teachers College Reading and Writing Project school. At P.S. 134 students are offered a balanced approach to literacy through reading and writing workshops. Within these workshops students work independently and collaboratively to strengthen their skills as readers and writers. Through various approaches, teachers engage and support students in becoming independent readers and writers. The 120 minute literacy block includes reading workshop, shared reading, guided reading, literacy centers, book clubs, writing workshop, read aloud, word study, and teacher/student reading and writing conferences. Teachers meet the students' needs by explicitly modeling and demonstrating during mini lessons, and by providing opportunities for shared, guided and independent or private practice in reading and writing. Our classrooms are a reflection of P.S. 134's instructional style, with quiet areas for reading, large meeting areas for group discussions and seating that allows for collaboration among students to easily occur.

The program is differentiated and students read a variety of books on their level. This allows each student to have access. Teachers guide the students through explicit instruction and expose them to grade level standards aligned tasks. Teachers confer with students, engage in "kid watching", and implement formal standards based assessments. The entire school uses Teachers College reading assessments (TC Assessment Pro and pre and post writing on demand assessments). Also, teachers create grade wide assessments for students for each unit of study. All assessments are analyzed using protocols and used to create lessons. Educators teach a series of lessons and assess students daily. Afterwards, the children have another formal assessment. This data is analyzed by teacher teams and next steps are generated. The cycle continues for each unit.

1c. Mathematics

Exemplars and Go Math are in use at P.S. 134 in all grades, and lays the groundwork for mathematical literacy. Skills are continuously revisited, developed and extended many times over the course of one year and into the upper grades. Exemplars and Go Math provides for whole group instruction, partner work and individual activities. Students are encouraged to explain and discuss their mathematical thinking in their own words. One component of Go Math allows for family members to participate in their child's mathematical thinking. Also, the school uses Algebra For All in all classrooms. This approach to math instruction focuses on the processes students use when solving problems. The children work in groups and engage in inquiry and exploration.

These programs are designed to help students develop deeper thinking. Teachers assess students daily through observations and "kid watching". Teachers ask students assessing and advancing questions during group activities. Educators take this information and encourage the students to share strategies that are used. The students determine the most efficient strategies that were used. The students are assessed at the beginning

and end of each unit formally. This data is used to develop lessons and instruction. The teachers and students work to generate goals and check for mastery.

1d. Science

At P.S. 134 every classroom teacher is using a hands-on science program for science instruction in grades K-5. The program helps students develop skills for a lifetime of learning. In addition, grades 1-5 visit the Science Lab at least once a week. The science cluster teacher uses the Amplify science program with all of the grades. The Amplify science program is an excellent inquiry-based program, which provides children with many self-discovery opportunities. The science room is equipped with tables, making it conducive for children to work in a group setting. There is an abundance of library books and science materials, which assist in enriching science experiences. The room is also equipped with a large counter, working sink, television, computers and Smart Board.

Students engage in investigations and explorations in groups. Teachers observe and assess for understanding. This data is used to plan lessons and design coherent instruction. The teachers analyze the data and develop unit assessments. Students set goals and keep track of the process made.

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

Social Studies instruction follows the NYS curriculum. Students are engaged in using nonfiction texts, trade books, maps, and other materials. Students participate in individual and group activities and complete research projects. Trips help to enhance the Social Studies curriculum. Students apply new learning to real life experiences.

Teachers give students pre-assessments at the beginning of each unit. The students set goals and the teachers assess for mastery. Data is used to inform instruction.

1f. For secondary schools:

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

2. Other Curriculum Areas:

The school has a computer lab that the students use. Students learn how to do desktop publishing, graphics, use the digital camera and internet research. Project-based learning is incorporated around K-5 grade curriculum. The computer lab is an extension of the learning being done in the classroom. The fourth and fifth grade teachers worked closely with the technology teacher on collaborative powerpoint research projects involving the grades' social studies and science curriculum. The students learn how to navigate commercial software in addition to many lessons involving word processing skills. These lessons provide and prepare students with the necessary skills when attending middle school and high school. The majority of the students have tech classes at least once a week.

The Project Arts funding helps to support the Art and Music program at the school. The music program consists of singing, performing, and learning to play the recorder and keyboard in grade 3. A School Chorus for grades 4 and 5 meets weekly and performs at school assemblies throughout the year.

The Art program is provided to all students throughout the year. The program allows the students to learn a variety of styles and techniques using artistic mediums and materials. Students are taught by an Art teacher, enrichment teachers, classroom teachers and also through collaboration with art organizations. Selected students may participate in Art Clubs. All students have music and art at least once a week. Also, students participate in school-wide clubs.

The physical education program offers a variety of activities to support students' overall health and physical growth. Students participate in grade appropriate activities related to gross and fine motor skills, exercises, body movements and games using the Physical Best Program. They engage in both individual and team

activities. Students participate in the Dance Festival, Dance Clubs and Field Day programs. All teachers are trained in The Move-to-Improve program. All students have physical education classes twice a week.

3. Academic Supports:

3a. Students performing below grade level

All students receive additional support in their classrooms during the school day. All classroom teachers engage in small group cycles of learning with students that need more practice with a given topic. P.S. 134 has a school-wide Academic Intervention Program for students that need even more assistance. Students receive additional support in reading and math. AIS teachers, ENL, and special education support staff members provide targeted instruction for students that need intensive instruction (Ex. Leveled Literacy Instruction, Spire, guided reading, and TC word study). The school uses an integrated model and many teachers co-teach lessons.

Before and after every unit of study, students are assessed to determine what content they learned. Teachers meet with grade teams, coaches, and administrators to analyze assessment data. Teachers use the information to plan for small group cycles (4-6 weeks) and academic groups are reconfigured. Scaffolds are provided for subgroups that may need additional support with accessing information. If groups of students need modifications, they are provided with resources.

3b. Students performing above grade level

At P.S. 134, there are many students that are performing above grade level. All of the students engage in differentiated tasks. These students dive deeper into the curriculum. Students that are achieving beyond the standards engage in small groups instruction. They are always challenged and expected to grow. Teachers use the standards and plan based on a continuum. The students set goals and document progress.

3c. Special education

The special education students participate in small group cycles of learning and guided reading groups. All of the special education students engage in guided reading daily. Based on pre-assessment data, some students take part in cycles of small group instruction. Some of the students work with the IEP teacher. The teacher uses a reading program (Spire) to teach comprehension and literacy skills.

3d. ELLs, if a special program or intervention is offered

The ELLs in the school engage in small groups with their teachers. They receive targeted instruction based on pre -assessment data. The school has two ENL teachers that service the students. All ENL teachers offer integrated support within the classrooms. Students are provided with supports, such as prompts and sentence starters to help them be successful during listening, reading, writing, and speaking tasks. The ELLs that read within a particular range participate in the Imagine Learning program. This supplemental program is a technology based leveled reading platform. Students have access at school and home. They build their comprehension, fluency, and decoding skills through interactive experiences. The teachers analyze assessment data and determine which students would benefit from attending ENL programs that are offered before and after school.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The school offers a variety of programs and school wide initiatives. In the Project Arts program, students explore music and art through activities such as school chorus, keyboard instruction, recorder study, trips and collaboration with community art organizations. During school-wide assembly programs, all grades perform several times a year in programs that include: singing, dancing, choral reading and acting in skits. All students read a "Book of the Month" and learn about core values through literature. Each month teachers in every class read aloud the same book to all students. This helps foster a collaborative atmosphere in the school and helps generate schoolwide discussion and experiences. Student written responses are displayed and celebrated. All students have literacy celebrations. Each year there are school-wide activities to celebrate events such as Poetry Month and Read Across America. The students participate in science enrichment. The school maintains a partnership with the Brooklyn Botanical Garden, the Environmental Study Center and Prospect Park. The school has clubs. Students from selected grades have the opportunity to participate in clubs such as Chorus, Art and Dance. Some of the students participate in Community Service projects.

In various grades participate in outreach programs to the community. This includes Penny Harvest, food collection for the homeless and visits to nursing homes. Students in the upper grades participate in school service programs. They are monitors for the library, technology room, greeters for visitors, morning lineup and lunch time help. The school participate in a district -wide after school program that focuses on building leadership skills. The 3rd-5th graders participate in a violence prevention program/leadership program that takes place during school hours. There is a full time guidance counselor that works with students in the school. The Student Council and guidance team assists students in social, emotional, and cognitive competencies.

When hiring new staff, members of the school community participate in the process. The coaches model ways to infuse best practices and work with students. We highlight students each month that are model citizens through programs such as Student of the Month, Caught Being Super (CBS), and Random Acts of Kindness.

2. Engaging Families and Community:

The school has a full time parent coordinator that works on-site to coordinate outreach to parents, plan Parent Workshops and to help increase parent involvement. The Parents' Association plays a vital role in our school. All parents are urged to join and attend monthly meetings. The School Leadership Team meets on a monthly basis to make decisions about programs, budgeting and revises the Comprehensive Education Plan. The SLT is made up of teachers, admin, and parents.

All P.S. 134 families receive a handbook with all of the school-wide expectations. The majority of notices that families receive are translated. The school has a variety of opportunities for families to visit the school. Recently, the school website was updated and new features were added to increase communication. Progress reports are distributed to families periodically. Parents can keep track of academic grades and gain insight about next steps.

The school hosts a series of family workshops that are led by teachers and community representatives. Sessions range in topics, for example academic, social-emotional, nutrition, and attendance.

3. Creating Professional Culture:

The school has an environment where teachers feel supported. Educators submit surveys periodically to share feedback about the school. They share information about professional needs and interests. This information is used to generate professional learning topics. All teacher work with the coaches at least once a week. Teachers engage in a inter-visitation and learn new approaches and strategies. All teachers meet

with the admin team periodically to develop instructional goals and next steps base on observation and student assessment data.

In addition to classroom teachers and special subject teachers, P.S. 134 employs other staff members to provide support to students, teachers and parents. The literacy coached and math coach support teachers in improving instruction to better meet the individual needs of students. The coaches provide specialized reading and writing instruction to meet the needs of at risk students in small group settings. In addition, special education teachers work with both mandated and at risk students. All of these teachers are trained in specific academic intervention programs . A pupil support teacher and guidance counselor meet with students, parents, and teachers to solve individual and group concerns. Other support staff members include: speech teachers and ENL teachers.

The Instructional Leadership Team leads active research projects in the school. The team examines academic trends across the school and conducts studies. They share findings with the entire school community. Teachers try our best practices in their classrooms. Teachers across all grade levels work together to gather individual data on students. They examine trends across subgroups and generate plans. There are weekly meetings where school members create and revise curriculum maps, pacing calendars, and assessments.

Teachers engage in professional development sessions based on the needs of the students. Also, educators have choice and can select topics they want to explore further. There are monthly inter-visitations and teachers model best practices and debrief with colleagues to make improvements that impact student achievement.

4. School Leadership:

The principal believes that if children have access and resources, they will be successful academically, socially, and emotionally. All school leaders, coaches, teachers, students, and parents have important roles. All stakeholders work together to achieve excellence. Students are the center of every decision that is made at the school. Administrators engage in professional learning sessions with teachers and serve as instructional leaders. The school allocates funding for academic intervention teachers to offer additional support. The school purchased additional technology resources for students to have access to programs that enhance student achievement. The school offers enrichment programs/activities and partners with community organizations.

The administrators and teachers constantly ensure that curricula and programs are aligned to the standards. The school ensures that the needs of students are bring met by evaluating assessments and analyzing student progress. Conference notes, unit tests, class assignments, and student responses are all taken into consideration. There are weekly sessions to share best practices and expectations. Teachers learn about researched based approaches that impact student learning. Then, teams determine a plan of implementation. Inter-visitations and walkthroughs are scheduled afterwards. Teachers reflect and discuss next steps.

Most recently, the students examined classroom libraries with their teachers. They used a tool to evaluate the quality of books. The students and teachers gathered information about whether or not books were diverse and inclusive. The outcomes were shared with teachers, parents, and students. The school decided to conduct a survey to learn about topics of interest and the genres students enjoyed. Also, the coaches met with vendors and explored books written by various authors. They considered books recommended by Scholastic, Lee and Low Books, Book Source, and Teachers College. The school purchased over 1,000 books to add to classroom libraries.

The principal has monthly meeting with students, teachers, and families. This provides opportunities for reflection and feedback. Groups can meet individually and in cohorts. This open door policy provides constant communication between staff members, parents, and students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At P.S. 134, there is a collaborative school culture and everyone works together on behalf of the students. There are many systems in place and roles are clearly defined. Expectations are clear and everyone remains focused on improving student achievement. The school uses protocols and practices to create school-wide authentic curriculum maps. These tools are used by all teachers to plan and assess students.

Teachers and coaches work together to plan units of study. Members of the team include key ideas, essential questions and standards enthuse documents. All educators own the team have access to these frameworks of learning. Teachers take time to add modifications for subgroups that can help increase understanding. All curriculum maps include learning objectives, student outcomes, and language objectives. This work guides so many other instructional components in the school.

The teachers constantly revise curriculum maps as they teach particular units. They include teaching points and add next steps. This practice helps in creating authentic assessments and lessons. Teachers use the information to revise pacing calendars throughout the year. Curriculum maps are key to providing quality instruction for students.