

***U.S. Department of Education***  
***2020 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

Official School Name PS 46 Alley Pond Elementary School  
(As it should appear in the official records)

School Mailing Address 64-45 218th Street  
(If address is P.O. Box, also include street address.)

City Bayside State NY Zip Code+4 (9 digits total) 11364-2237

County Queens

Telephone (718) 423-8395 Fax (718) 423-8472

Web site/URL http://PS46q.weebly.com E-mail skaralazarides2@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. Danielle Giunta E-mail Dgiunta4@schools.nyc.gov  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #26 Tel. (718) 631-6982

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. Alicia Wehner  
(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**

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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

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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)
  - 5 Middle/Junior high schools
  - 6 High schools
  - 2 K-12 schools
- 40 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
<b>PreK</b>	13	23	36
<b>K</b>	45	38	83
<b>1</b>	38	38	76
<b>2</b>	43	46	89
<b>3</b>	40	31	71
<b>4</b>	49	39	88
<b>5</b>	55	42	97
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	283	257	540

\*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):
- 1.1 % American Indian or Alaska Native
  - 63.3 % Asian
  - 4.4 % Black or African American
  - 14.3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 13.4 % White
  - 3.5 % 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: 4%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2018	559
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):  
Mandarin, Cantonese, Korean, Hindi, Urdu, Spanish, Arabic, Bengali, Bulgarian, Punjabi, Polish, Russian, Serbian, Vietnamese, Filipino a.k.a Tagalog, Georgian, Haitian

English Language Learners (ELL) in the school: 13 %  
70 Total number ELL

7. Students eligible for free/reduced-priced meals: 48 %  
 Total number students who qualify: 260

8. Students receiving special education services: 24 %

128 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>34</u> Autism                 | <u>2</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>17</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>12</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>54</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>9</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: 5

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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	28
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	26
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 27:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	97%	97%	97%
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.

<b>Post-Secondary Status</b>	
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. 2013

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

Engaging students in meaningful and enriching tasks across all subject areas and supporting them socially, emotionally, and academically towards independence and productive 21st century citizenship.

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**

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PS 46Q, the Alley Pond School is located in the Oakland Gardens section of Bayside which is the northeastern section of Queens, New York. The Oakland Gardens area is ethnically and economically diverse with mostly single and multi-family homes and garden apartments which are a mix of co-ops and rentals. Approximately half of our students are Asian and the other half are Caucasian and Hispanic and we have less than a ten percent black student population. We are both ethnically and academically diverse as we are a barrier free school and have the highest population of special needs students in District 26. We have five highly specialized self contained programs including Horizon for students with Autism and ACES (Academic, Career and Essential Skills) program for New York State Alternate Assessment students. Additionally, we have a minimum of one ICT (Integrated Cooperating Teaching) class on each grade and two more self contained classes for students with mixed learning disabilities.

We are celebrated for our inclusive practices. We are recognized as a "Just Say Hi" school. As a "Just Say Hi" school, we work closely with the Cerebral Palsy Foundation and NYU Langone to provide our students with disabilities the same engaging and enriching opportunities as their general education peers across all subject areas and enrichment programs in our school. We are considered the epitome of inclusion and frequently have visits from other schools and administrators to view and learn about our practices. We create engaging and challenging opportunities for ALL of our students including students with IEPs (Individual Education Plans), English Language Learners and general education students in order to support them in being their best and achieving their best across all academic and social areas. Such supports include individual student tools based on their needs and their abilities, social emotional learning, and when necessary, individual behavioral plans.

At PS 46Q, we are all trained in the methodologies of Yale Center for Emotional Learning and utilize the mood meter to support students in reflecting on their moods daily. We employ the social and emotional techniques learned from the Yale Center for Emotional Learning to help students self regulate their emotions, enabling them to be present, be mindful and be their best self so that they may produce their best work and be successful in school and in life. We utilize the lessons from our "Just Say Hi" initiative to support students' efforts in inclusion. Our world is inclusive and we work together to support one another and show kindness and respect to all around us. Our differences make us unique and special. We embrace our differences and celebrate our individual identities in an inclusive and caring setting which is supported by our entire community including families, students and staff. Our PS 46Q Student Council members and our "Just Say Hi" ambassadors are student leaders in our work towards creating supportive inclusive environments in all classrooms and our entire building. Together, we teach our children that all the learning they do today will help them lead tomorrow. The learning that they do is not confined to academics but to being productive, kind and supportive of others. Much of our initiatives and our classroom tasks are done in teams and our staff (administration and teachers) collaborate to drive initiatives and to support the focuses of the school, the district and the New York City Department of Education.

We are continually recognized as a high performing school and as a school that upwardly moves their special needs population. Over the years, we have received much recognition from the New York City Department of Education, the New York State Department of Education as an annual Reward and Recognition School and from the United States Department of Education as a 2013 National Blue Ribbon School. Since our 2013 Blue Ribbon honor, we have changed our ELA (English Language Arts) curriculum and have implemented the Teachers College Reading and Writing Project as our main curriculum. We continue to use the EnVision Math Program, and we are also utilizing Algebra For All Methodologies in our Fifth grade as we have several teachers trained. We are currently beginning to move these methodologies to our fourth grade teachers and students.

There have been many changes to PS 46Q, The Alley Pond School since 2013 in addition to our ELA and Math instruction. We take pride in our implementation of the social emotional curriculum we employ through the Yale Center for Emotional Intelligence, and our "Just Say Hi" initiatives. Over the last few years, we have been implemented a stronger and more strategic approach to how we support our students socially and emotionally. We give students tools and strategies to support their emotional well being and to

help them socialize and create a productive atmosphere where they can work well with others. Another major shift in our school culture since 2013 is the influence of internal leadership among staff. Instead of investing in programs, at Alley Pond, we invest in teachers. We realize that our biggest asset is not our curriculum resource but our educators. Each year, the teachers at PS 46Q, continuously work closely with our administrators to analyze student work, decide initiatives and drive focuses throughout every class, each program and throughout the school building. Our teachers have a voice in our school's direction and in turn, our students have a voice in their learning. As such, we have a deep sense of investment and ownership across our building.

A major influence on our collaborative and thriving culture is our supportive and caring families. Our PTA (Parent Teacher Association) works diligently to create meaningful opportunities for our children and their families both during the school day and after school including weekends. Fundraisers such as baseball games, roller skating, ice skating shows and parties are frequently planned and are done throughout the school year making our school a real community with a culture of bringing people together in a welcoming and warm environment conducive to supporting the "whole child." At 46Q, we understand that it takes a village and at Alley Pond, the families, the students, the teachers, the paras and the support staff make the entire village from which we grow and nurture beautiful children year after year.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

At Alley Pond, our overall approach is investing in our teachers! We are diligent in hiring and training the best staff possible. We look for educators who care about children and who consider themselves lifelong learners and innovative educators. The world of education is forever changing and expanding as are the needs of our children. Our teachers must be able to embrace and adapt with these changes. At 46Q, all the teachers we hire are part of our team. We are a team that continues to expand our experiences, learn from our own and the practices of others, study pedagogy, analyze student work and performance data in order to drive coherence, stability and ensure progress and the monitoring of progress across every child, each program and all grades. This philosophy extends beyond core subject areas such as reading, writing, math, science and social studies and into the arts, physical education and technology.

**1b.** Reading/English language arts

In 2015, we began investing time, energy and resources into the Teachers College Reading Writing Project at Columbia University. The "Project" embraces our internal philosophy of building knowledge, studying craft and planning for individual students (not only for curriculum).

Our teachers all plan lessons collaboratively and ensure that every student's needs are met. Some students have language needs; others have IEP goals and all of the students have individual abilities and needs in reading and writing. Teachers work together to make decisions that impact students' attainment of Next Generation Standards, IEP goals, and specific ESL (English as a Second Language) needs or goals and they work towards meeting and exceeding the New York State Next Generation Standards in Reading and English Language Arts.

Our school-wide Instructional Leadership Team includes teachers in each grade, across general education and special education classes, and English Language Learners. Together with administration, we monitor individual student progress on their TCRWP (Teachers College Reading and Writing Project) data five times per year (September, November, January, March, June). We create MTSS (Multi Tiered Systems of Support) during the school day in small group settings and after school on Wednesdays and Thursdays using the Orton Gillingham approach to provide students with the supports they need to meet and exceed the expectations of the New York State Next Generation Standards.

Additionally, each fall, the Instructional Leadership Team analyzes the New York State ELA test from the previous school year, decides and plans two focuses ( both six week cycles) that we feel would most effectively impact our students' ELA needs. This year, our two cycles are: Cycle I- Main Idea and Cycle II- Point of View. During the two cycles, each grade comes up with a pre-assessment and post assessment for the focus and they plan read aloud instruction and mini-lessons focused on each skill studied. The assessments and the student work is monitored during our Instructional Leadership Team meetings, where we look for cohesion, progress, patterns and impact on reading achievement as per TCRWP quarterly data.

Teacher teams utilize TCRWP data and ELA Cycle I and II data to make decisions for their grades. Teacher Teams include Special Education and General Education teachers. ESL (English as a Second Language) teachers implement these skills during their sessions and provide teachers and students with language tools and skills necessary for attainment of student goals in ELA. Language tools used may be visual or digital. Grade team leaders bring up the work and the planning of the individual grade teams to the school-wide Instructional Leadership Team. In addition to the monitoring, analysis of student work and planning, the Instructional Leadership Team studies teaching practices in our school and in three other schools in our district. Through our Collaborative Rounds structure 100 percent of our teachers engage in the observation of colleagues' teaching. This approach to instruction supports our efforts in continuously learning and studying our craft.

Furthermore, through Teachers College Reading and Writing Project, our teacher teams meet with a staff developer ten times a year to plan instruction, study practice and analyze student learning in ELA. They also attend workshops at Columbia University Teachers College and turnkey the information to their colleagues during Monday Professional Learning and their individual grade team meetings. Additionally, the principal attends workshops at Columbia University and meets regularly with the staff developers to plan and implement the workshop methodologies and instructional practices effectively.

Beginning in third grade, students utilize digital platforms such as google docs to plan and write, sharing documents and commenting on one another's work with effective feedback based on a standardized rubric and/or checklist. In kindergarten through second grade, students utilize technology to research topics for writing and to read online stories. Across all grades and programs, students are shown short films as a visual platform for stories, giving access to rich discussions engaging tasks for all learners including English as a Second Language and Special Needs Students.

### **1c. Mathematics**

In mathematics, our school utilizes the EnVision Math Program. We use this program as a resource and also utilize the Exemplars Tasks and rubrics for problem solving with our students. Additionally, we have five teachers on staff who have completed Algebra For All (A4A) training. We use the A4A methodologies in fifth grade in conjunction with the EnVision Math assessments and resources as needed. Our fifth grade teachers are currently training our fourth grader teachers and the A4A theories and applications are coming down to fourth grade. We are interested in bringing the methodologies down to each grade including kindergarten and we are beginning the school-wide application this year with fourth grade. We will continue to monitor each grade's implementation towards school wide implementation of the A4A methodologies in conjunction with the EnVision Math and Exemplars problem solving resources.

As in ELA, students are expected to give one another actionable feedback about their work with the use of a rubric (Exemplars or A4A). Students ask one another "purposeful" questions that give their partners the opportunity to reflect on their work and their needs to improve their work in mathematics. Such questions could be about explaining their reasoning, challenging their thinking, and reflecting on other mathematical approaches.

Teacher Teams track students' mathematical progress on EnVision Topic and Benchmark Tests. Testing data is brought to the school-wide Instructional Leadership Team on a quarterly basis (November, January, March and June). The ILT (Instructional Leadership Team) looks for individual student needs, tracks subgroups and looks for patterns necessary to address. MTSS (Multi Tiered Systems of Support) are administered to students showing needs beyond the classroom. Two to three times per week, these students are given small group instruction outside of their class in their area of need and are continually monitored through their grade team and the ILF to ensure growth and progress in mathematical understanding.

As in ELA, teachers engage in collaborative rounds both in school and in three other schools in the district to observe and monitor mathematics instruction and application. Additionally, the administration works closely with the administration of neighboring schools to engage in and to observe A4A instructional practices. Likewise, the A4A trained teachers collaborate with other A4A teachers across the district and other NYC schools to observe practice and plan open ended problem solving strategies and supports for students.

### **1d. Science**

This year, we began implementing Amplify Science across all grades and programs. Our students are being given multiple opportunities within each unit of study to engage in hands-on investigations, literacy-rich activities, digital tools and STEM (Science Technology Engineering and Mathematics) activities throughout the school year.

With Amplify Science, students learn through engaging in questioning, project based learning and applying

real world problem solving in science. They note observations, reason with one another and solve issues, applying scientific skills while learning scientific concepts.

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

At the Alley Pond School, we use the Passport for Social Studies Curriculum. We engage students in units of study including but not limited to geography, citizenship, community, economics, rights, rules and responsibilities, Native Americans, immigration, westward movement, federal, local and state government, European exploration, and we teach them about various foreign countries including some that are native to our students such as China. The Passport Social Studies Curriculum builds students' knowledge from one year to the next. For example, when students are learning about geography in kindergarten, they are doing so through the lens of their own community. By fifth grade, they are learning about Early Societies of the Western Hemisphere.

Our students work collaboratively, have rich discussions, debates and and create persuasive writing based on their research about topics such as the influence of immigration on today's culture, and how rights, rules and responsibilities influence our communities and our daily lives. Students create Thinking Maps to represent their brainstorming, their research and how they reach their conclusion. Many times, you will find PS 46Q students engaged in social studies centers where they are debating topics, creating art work and are researching, citing sources and persuading their readers about historical information, social and civic studies. Digital tools are used to research information and create work. For example, many times, students will create PowerPoint, Word documents or iMovies to show their learning.

Assessment for social studies/ history/ civic learning is portfolio based. Students' work is continually monitored for understanding, and teachers utilize observations and high level questioning as a consistent approach towards assessing students' needs and in monitoring their understanding during the course of the work and/or activities.

#### **1f. For secondary schools:**

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

Our Pre-K curriculum consists of ten units of study: Welcome to pre-k, My Five Senses, Plants, Water, Light, Babies, Where We Live, All About Us, and Transportation. All the units of study are center based and apply a hands-on approach to learning. The students engage in rich texts to learn about topics, have conversations with one another, formulate questions and create visual representations including art and/or writing. This all mirrors the learning that they engage in from kindergarten-5th grade.

One example of a center is for the unit of Transportation. Students choose various forms of transportation. This may include cars, buses, planes and ships. Then in centers they have the opportunity to create a plane and to engage in creative play where one student is the pilot and there are flight attendants and passengers. In the Plant unit of study, students plant seeds, create artwork about plants and observe plants in their community. In Kindergarten in this unit, students compare the effect of light/ no sunlight and water/ no water on plants. By the third grade students are investigating the life cycle of plants and are observing the inherited traits between parent and offspring which also connects to pre-k's Babies unit.

All of the pre-k units are building blocks in students' understanding that get built upon throughout each lesson, each activity and from grade to grade. In mathematics for example, students use manipulatives to build structures, observe and continue patterns, and count on from one number to the next. All of these hands on math activities build their mathematical knowledge and align with the Standards for Mathematical Practices. As a result of our pre-k program, we observed that these students transition into kindergarten seamlessly and the teachers are ready to address the work from day one. Additionally, we have noted that these students are more likely to have conversations about their work and are more likely to understand how to use tools such as math manipulatives for mathematical purposes where students without a pre-k background may need to have lesson or a discussion about the manipulatives before working with them. Additionally, we notice that students with preschool experience are more likely to understand concepts of

print where as students who have not been exposed to a learning environment before kindergarten rely on that exposure to understand books and how texts work.

## **2. Other Curriculum Areas:**

**Music:** We offer music to all of our students. We teach them how to read musical notes and the ocarina in third grade. We have a junior (grades 2/3) and senior chorus (grades 4/5). For students who choose to engage in more musical opportunities, we offer band, string, and rock star lessons. Students have the option of performing in our winter and spring concerts. Additionally, they perform at our District 26 music fair. Our students learn instruments such as piano, violin, keyboard, flute, drums, clarinet, xylophone, electric guitar and acoustic guitar. For students interested in working with vocals, we have our choruses and some students choose to sing solo pieces.

**Visual Arts-** We offer visual arts to all of our students. Students study artists and use their craft to create their own masterpieces. Students analyze artists intention through the emotion an artist portrays in their art work. Likewise, our students utilize the mood meter to support them in expressing their emotions in their own art work. Students create art with paint, pastels, torn paper and markers. Students learn portrait drawing, realistic drawing, constructive drawing, still life and continuous line drawing. Each year, we have students honored at the Metropolitan Museum of Art for their creativity and artwork.

**Performance Art:** We have a musical theater residency, and each year, all of our students choose a musical production that they learn and they perform for our students and for their families. Examples of musicals performed are Oliver, Westside Story, Grease, Beauty and The Beast, The Little Mermaid, and Annie.

**Technology/library/media:** Our students are given both technology and library media. In technology, they learn coding, office skills including typing, cyber awareness and website creation. In their individual classes they utilize these skills and apply them to their learning. For example, a student who learned PowerPoint, may create a PowerPoint on the Westward Expansion and work on it in class during social studies and in the tech room during technology time. In library media, students research topics using texts and technology. The student creating the PowerPoint on the Westward Expansion may use their library media time to research the Westward Expansion and can use the technology in the library to continue their work on their PowerPoint.

**Just Say Hi:** We utilize the Just Say Hi curriculum to have rich discussions with students about inclusion and the importance of treating one another with respect. The Just Say Hi curriculum consists of five lessons including "Breaking Down Stereotypes." Students engage in meaningful discourse about the differences among us and how our differences make us unique and special. This helps us build character and connects to our equity work in our building. Our students understand the importance of respect for all and inclusion. We treat our school as a microcosm of the world around us and we prepare our children for productive and respectful citizenship.

## **3. Academic Supports:**

### **3a. Students performing below grade level**

We have a school-wide Instructional Leadership Team which consists of teachers across all grades and programs and includes administration, general education, special education and ESL licensed teachers. As a team we analyze student work and we monitor assessments. In ELA, we utilize TCRWP (Teachers College Reading Writing Project) assessments, and in math, we use the EnVision Benchmark and Topic tests. We monitor students' data quarterly (October, January, March, June). We ensure that our lowest performing students are given MTSS (Multi Tiered Systems of Support) either during the school day or after school with our Orton Gillingham two day a week program or our Title III ESL after-school program. Some students may receive two or more MTSS supports. Students who are receiving MTSS supports are closely monitored for growth and progress in their targeted subject area which for some students may mean math and ELA.

We have an achievement gap in both ELA and in math between our special education and general education students. Teachers are providing small group instruction with their targeted need during their classroom time and students may be in an MTSS group for further support in their targeted area of need. Teachers create six week plans for students and monitor their growth in the targeted area of instruction during that time frame. They plan targeted lessons and analyze them with their grade team. Teacher Teams decide which students across all classes have similar needs and group them together in an MTSS group across all the classes. These small groups vary from lesson to lesson and many times from skill to skill. Groups are flexible and students' individual needs are closely monitored and addressed throughout the course of the instruction.

### **3b. Students performing above grade level**

In the classroom, teachers are expected to plan for all the varying levels of students' needs which many times include enrichment needs. Teachers avail extension activities and deeper tasks for those students requiring a greater challenge. There are times when teachers provide an accelerated curriculum approach for a certain skill or subject area. Assessments such as rubrics and checklists are catered towards individual students' abilities and needs. Some students may have more expectations than others do for a particular subject and/or activity and there is always the option to add more. Tools and resources are available to all students and students may choose which tool and/or resource is necessary for them for a particular activity.

Student math tasks are leveled and though all students may be learning about a particular math skill, the mathematical application for each problem level may vary, giving accelerated learners the opportunity to engage in deeper opportunities for mathematical practice, application and reasoning. In ELA, students are utilizing texts on their independent reading levels. Therefore, students performing above grade level are reading higher level texts, many times with advanced concepts. In writing, work is once again done on their independent levels and students are given cross graded writing rubrics that monitor and assess them not only in their grade level but in the expectations of the next grade as well. Teachers can use this rubric to accelerate their learning and application of expectations for them.

In science and social studies, students research material on the internet and in texts. Both these online resources and text based options, can be read on their independent levels. Rubrics of expectations of work are done by curriculum goals in S.S and Science and may include ELA and math expectations as well depending on the activity (experiments, STEM, essays, PowerPoints).

### **3c. Special education**

Our special education program includes, SETSS, ICT (Integrated Cooperative Teaching), Horizon (ASD self contained), ACES (Academic, Career, Essential Skills), and self contained for students with mixed learning disabilities. In all, we have 10 ICT classes, 3 Horizon classes, 2 ACES classes and 2 self contained classes for students with mixed learning disabilities. While the ACES class is a class for students who require a New York State Alternate Assessment, the other classes are expected to attain the New York State Next Generations Standards and curriculum expectations as our general education population does.

All of our students including our special education students are expected to use the same programs, TCRWP, EnVision Math, Passport to Social Studies and Amplify Science. Teacher teams work together on each grade and include the ICT and self contained teachers. They plan instructional resources, tools, lessons and expectations collaboratively for all students including the students with IEPs. The curriculum expectations are the same for all students but students with IEPs may need modified lessons and specific tools to support them in attaining these expectations. Teacher teams plan these modifications and avail them to all struggling students which may include students with special needs.

Students in the ACES program utilize the same curriculum but their instructional expectations depend on their IEP goals and take into account their intellectual levels and their life skills needs as well. Instruction is modified and tools are available for support. More resources including personnel are given as necessary. For example, these classes are 12:1:1 settings. Therefore, a paraprofessional is present to support students in a small group or 1:1 as necessary under the provisions and planning of the assigned special education licensed classroom teacher.

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

ELLs are provided with ESL instruction 4-8 times per week depending on their performance on the NYSITELL and NYSESLAT tests. These assessments include reading, writing and speaking components. Students' individual testing data is taken into account as well as their teachers' observations in the classroom to provide them with effective targeted instruction ensuring English Language acquisition and the attainment of NYS Next Generation grade level expectations.

ELLs are given supports including translation dictionaries, google translate through the use of ipods, ipads and desktops, visual tools illustrating expectations and skills taught. Students are encouraged to write in their native language about various topics throughout subject areas including science, social studies, math and ELA until they become more and more comfortable utilizing and applying their English speaking and writing skills. Furthermore, students many times will serve as resources of support for each other and will translate and converse in their native language, providing their partner with further support while having rich conversations about subject areas without allowing for any constraints due to their English language acquisition.

Through all the English language tools, supports and interventions, we have seen success in our children's abilities to acquire success in their English Language acquisition and its application across all subject areas including ELA, Math, Science, Social Studies, Technology, the Arts and Physical Education.

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The teachers, paraprofessionals and administration of PS 46Q all feel strongly that creating a positive atmosphere where students can engage in activities that promote social, emotional and academic growth is vital to their overall well being and success in life. At the Alley Pond School, we support students academically by providing them with engaging opportunities across all subject areas where they have multiple chances to express themselves, their thoughts, questions and feelings with peers and with their teachers.

At PS 46Q, we teach students' social emotional learning through the Ruler approach by the Yale University for Emotional Intelligence. Students express where they are on the mood meter daily and are comfortable with sharing their emotions with one another. Additionally, they are given skills to help them to self regulate their emotions.

In addition to socializing during recess and more relaxed times of the day, students are given multiple opportunities throughout the day to collaborate with one another. To build on each other's thinking and ask one another thought provoking questions. This enables students to engage socially with one another both during play times and during academic times. Socialization is a vital part of learning and living. We support students in understanding that both are important to individual success - not just academic but for daily life as well.

### **2. Engaging Families and Community:**

The PS 46Q community works collaboratively to support the students of the Alley Pond School. Parents, teachers and administration work together and support each other in our efforts to enrich the whole child. Our parents' support comes from our collaborative decision making through our School Leadership Team which consists of as many parents as it does staff members. We work together to make decisions about our grading policy, enrichment opportunities, school activities and resources given to students. Additionally, staff and administration bring parents in for multiple workshops throughout the school year. These workshops include emotional intelligence, ELA, Math and Science program information and anti bullying guides and resources. Furthermore, once a month on Fridays, we have Coffee With The Principal where we take parents into the classrooms to see our programs come to life with the students. This way, they see what was discussed during our workshops through the work of students.

Communication between families and teachers is key to students' success. In addition to the four times a year, we have more formal open houses and conferences planned for parents, we also have Tuesday Parent Engagement Time. During this time each week, teachers plan meetings with families both in person or over the phone. Additionally, grade teams and individual teachers host workshops and informational sessions for parents and guardians during this time as well.

In addition to working with families, one community/non-profit organization we work closely with is the Cerebral Palsy Foundation, and NYU Langone in coordination with the New York City Department of Education as a "Just Say Hi" host school. As a "Just Say Hi" school, we represent the epitome of best practices in inclusion.

We utilize the program to implement inclusive practices in our community and across other educational communities in New York City. Through the parameters of the program, we realize the importance of treating all children as unique individual with both abilities and disabilities. We provide supports, tools and access for children to engage in enriching opportunities regardless of whether or not they have an IEP are an ELL or fall under any other subgroup or category. We provide the same opportunities in the arts, academics, enrichment and sports for ALL students and we are honored and proud to represent the "Just Say Hi" initiative.

### **3. Creating Professional Culture:**

My Assistant Principal and I continuously create a collaborative environment for our teachers. We have a school-wide Instructional Leadership Team with teacher leaders from every grade and program. This team works closely with administration to relay pertinent information between the administration and the teachers. The individual teacher teams give information for analysis, discussion, in accordance with school-wide focuses to their team representative and the Instructional Leadership Team then shares concerns, ideas, analysis and information to help make school-wide decisions and influence whole school initiatives. These decisions include our professional development. We utilize collaborative rounds and study one another's teaching crafts and the influence our initiatives have in the classrooms and the work of the students. We also visit other schools and collaborate with other teaching and admin teams to see both district and New York City initiatives implemented in their schools. These collaborative rounds help us learn from each other in the walls of our own school and then outside our buildings and reaching more teachers and students across our city.

The administration of PS 46 never leads in a bubble. We lead with our teachers. Together, we all influence the school and create and implement opportunities and initiatives as a team. We decide and implement our professional learning opportunities for our staff together. It's this deep collaboration and internal leadership among staff that creates an atmosphere of teacher leadership and whole school team efforts for all initiatives. We are most fortunate to work among strong, diligent and collaborative peers who all care about children and education. It's this diligence and leadership that drives all our programs and initiatives successfully year after year in our building.

### **4. School Leadership:**

At the Alley Pond School, we practice distributive leadership. We collaborate with our School-wide Instructional Team and our School Leadership Team to make pertinent decisions about school focuses, programs and the implementation of New York City, Department of Education initiatives. Our School-wide Instructional Leadership Team consists of teachers across all grades and programs. These teachers serve as the teacher leaders of their individual grade teams. Each year, our Instructional Leadership Team analyzes the implementation of our current year's initiatives, their impact on student learning and teaching in the classroom through observation and analysis of student work, and observation of teaching practices during our collaborative rounds. Additionally, we take into account the MOTP (Measurement of Teaching Practice) data to see how all of the professional learning we've implemented has an impact in the classroom and to decide what our next steps are in expanding our teaching practices and our students' engagement and application of instructional expectations.

Our Instructional Leadership Team members bring the work of the school-wide team to their individual teams and infuse their grade's, student's and program abilities and needs so that our initiatives can be implemented as effectively as possible. These ideas are then shared vertically so that all our teachers across all grades and programs have cohesion and share best practices. We are also diligent in ensuring that with cohesion, there is also progression from one grade to the next. All this data analysis and observation work also creates the plan for our professional learning which many times is lead by teachers.

Our SLT (School Leadership Team) consists of an equal amount of staff members and parents including administration. Together we make decisions around our CEP (Comprehensive Educational Plan) goals for the year and we analyze our progress quarterly. Data analysis of these goals are done during our Instructional Leadership Team meetings and then brought to SLT to discuss any changes/ revisions that may be necessary in the implementation of the goals as well as other New York City Department of Education initiatives including safety initiatives.

One example is our 2019-2020 CEP goal for ELA which consists of the following: "Ensure all teachers provide students with multiple opportunities to formulate questions about reading and writing and have conversations with peers." This goal was decided through the 2018-2019 Collaborative Rounds and MOTP data. It was then brought to SLT to decide the school-wide implementation and quarterly monitoring of the goal. The School-wide Instructional Leadership Team decided to teach into this explicitly and all classes

made their own tools /Tree Map charts of their purpose for asking questions in ELA. Is it to persuade your audience or your partner? Is it to ask clarifying questions or to have your partner or group mates look at a situation from a different angle? This work continues to be closely monitored and built upon through both the work of the School-wide Instructional Team and our SLT. More specifically, our parent members work closely with us to engage all of our families in better understanding these initiatives.

It is through this distributive leadership model at PS 46Q, that all stakeholders (administration, teachers and parents) take ownership of the work and collaborate diligently to support its success. This model trickles down to the students who are also empowered to make decisions about their learning. In this example, they do so by deciding what kind of purposeful questions they can ask and reference in their conversations.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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One practice that we've implemented over the past few years and are most proud of is our Social Emotional Learning. We utilize the Yale University Center for Emotional Intelligence methodologies to help staff, students and families understand and identify their emotions. We teach students that they can self regulate their emotions so that they can be in a safe and calm space for learning. Students realize that their emotions have an impact on how others react to them and to situations around them. They see that when they are positive and kind, they feel better and there is a strong connection between how I make others feel and its connection to my own emotion.

Two times a day, first thing in the morning and after lunch, students show their mood on the mood meter. This may spark a conversation between students or teachers and students. We realize that for anyone to have a clear mind that is ready to work and to learn, they must be able to connect and understand their emotions. This in conjunction with our "Just Say Hi" initiative have taught our students to be kind, to be inclusive and to treat themselves and others with respect and understanding.

We provide students with tools to help regulate themselves. These tools include individual behavioral plans for students whose emotions may impact their behavior. We have "calming corners" or "zen zones" for children who need a soothing, quiet atmosphere to self regulate their emotions. We have sensory hallways for students for whom movement helps them to self regulate.

The impact that has come out of this work is that our children are more calm, more settled and comfortable with their own ideas. They are able to apply and observe the impact of emotions to all subject areas. For example, they study how a character's emotions influences the mood or theme of the story. They study mood in art and music and use mood and emotions to write their stories and to create their own art.

At the Alley Pond School, we are firm believers that to support a child is to support their academic and social and emotional needs. We realize that one can not give a child success without the other. In addition to the professional learning we've implemented with teachers and our work with our students, we have had numerous workshops for parents as well including a series of workshops for parents who want to learn more about Emotional Intelligence. We have frequently stated to families during this work that if our children are successful academically and in their careers, we'll be most happy for them but if they are kind, empathetic and understanding, then we'll be most proud for we know we did all we could to support the "total" child in their journey towards 21st century success not just in school or at work but in life!