

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr Dominick Tolipano

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

Official School Name Denton Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 1050 Denton Avenue

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

City New Hyde Park

State NY

Zip Code+4 (9 digits total) 11040-2299

County Nassau County

Telephone (516) 305-8400

Fax (516) 739-4754

Web site/URL <https://www.herricks.org/>

E-mail dtolipano@herricks.org

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* Mr Tony Sinanis

E-

mail tsinanis@herricks.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Herricks Union Free School District

Tel. (516) 305-8901

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 Mr. Jim Gounaris

(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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	86
1	109
2	96
3	104
4	107
5	136
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	638

*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):
- 0 % American Indian or Alaska Native
 - 79 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 12.5 % White
 - 0.5 % 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2021	630
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Arabic, Chinese, Fas, Gujarat, Japanese, Korean, Mal, Spanish, Tamil

English Language Learners (ELL) in the school: 9 %
60 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 14

8. Students receiving special education services with an IEP: 8 %
Total number of students served 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>13</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 12

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	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.	21
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. 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 21:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	98%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.

17. Provide a URL link to the school's nondiscrimination policy.

<https://boardpolicyonline.com/?b=herricks&s=97158>

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

PART III – SCHOOL OVERVIEW

Denton Avenue is nestled off a winding street surrounded by colorful playgrounds and green lawns. Denton’s brightly colored corridors bustle 638 kindergarten to grade 5 students. The largest of the Herricks elementary schools, it is notable that students and families remark that they feel a strong sense of community, belonging and visibility as Denton “Ducks.”

Denton students, families and staff proudly wear Duck gear or a Duck sticker on laptops and notebooks. More than a logo, it is emblematic of Denton’s emotional and cultural values. Students and families represent diverse linguistic, ethnic and religious backgrounds. What brings together students and their families at Denton Avenue is the undercurrent that flows through all that we do. All are honored, welcomed, and celebrated. This kinship unifies Denton Avenue and is what it means to be a Denton Duck.

Together we learn from each other, share with each other and help each other. Together we are more than the sum of our parts. Sporting a Duck is a visible reminder that we belong to this powerful, uplifting community.

Key strategies are used to encourage and challenge Denton Avenue students to their full potential. Leadership aligns curriculum, school based supports, master scheduling, teacher teaming with rich data to nurture the whole child. Strategies include data driven culture, inclusive and rigorous curriculum, school based student supports, unique programs, and special initiatives.

To ensure that all students reach their full potential, leadership and teacher teams engage in data based decision making. From the classroom level, we know every child well. Teachers and leadership work together to accurately triangulate a child’s strengths and opportunities through multiple data points as well as social emotional observations. We meet our children where they are through thoughtful assessment of each child.

All children are supported and challenged academically, emotionally and socially with access to a robust curriculum. Integrated with culturally and linguistically responsive instruction and support, all children are engaged in an asset based framework. Adhering to the New York State Culturally Responsive Sustaining education framework, our students enjoy inclusive curriculum and assessment, high expectations and rigorous instruction. Explicit social emotional learning is master scheduled for every classroom, each day.

With triannual universal screening, all students are supported and challenged academically. This diagnostic safety net allows the Denton Avenue team to intervene early on and remediate areas of concern or build on areas of strength with pinpoint accuracy. The subsequent universal screener data dives initiate discussions with teachers. Tapping into additional quantitative and qualitative data points from teachers create a holistic view of a student and individualizes enrichment and support. Thoughtful, timely discussion and partnership with educators, specialists and families is at the heart of our multi-tiered systems of support.

Denton Avenue is home to unique programming that supports and challenges students culturally. We are home to a Spanish Dual Language immersion program, a unique music program that engages in small group lessons and Gemini, a program that supports enrichment for all children at Denton Avenue. All these programs are designed to expose children to a variety of experiences that build an ample fund of knowledge.

To prepare students for the dynamic 21st Century landscape, our students are supported through two initiatives, 1:1 devices and a Makerspace. The Makerspace is a space that allows our students to support mastery of the New York State Computer Science and Digital Fluency standards. Additionally the Makerspace provides social emotional learning and soft skills development. Student 1:1 devices allow self-directed learning beyond the confines of building walls and school hours to safely explore and extend their curiosity.

The mission of the Herricks Music Program is to offer study (through creating, performing and responding) that is designed to provide students with the knowledge and skills necessary to make music a meaningful

part of everyday life. Districtwide, over twelve hundred students are involved in instrumental and vocal music ensembles. The groups range from large choruses, bands and orchestras to jazz ensembles, chamber music groups and show choirs.

Elementary Chorus Grades 4 & 5:

All students in 4th & 5th grade participate in grade-level chorus. Ensembles meet once per week for sectional rehearsals during the school day. Each chorus performs a winter and spring concert.

Elementary Band & Orchestra Grades 3-5:

Students in 3rd Grade Beginner Band & Orchestra meet once a week for lessons at a time arranged between the classroom and instrumental teacher. Students will build foundational skills that will progress to participation in large ensembles by the end of the year. Students in 4th and 5th Grade Band & Orchestra meet twice a week before school for rehearsals. Students will have one weekly lesson during their recess. Students will build on their skills from the previous years and will also learn specific techniques for their instrument.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Denton Avenue's students experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts. Discussion about texts will support language development and knowledge building. Students learn to read as researchers through inquiry-based activities. Creating this learning environment for readers can take a variety of formats, including read-alouds, shared readings, paired readings, independent readings, reading workshop, and other learning activities that incorporate literacy materials, talking, and writing.

Next Generation Standards are addressed through integration of various curricula programs. In the primary grades, Heggerty Phonemic Awareness curriculum provides students with consistent and repeated instruction, which transfers to developing a student's decoding and encoding skills. Foundations is a systematic program that emphasizes foundational skills in phonics, vocabulary, spelling and handwriting. All grades (K-5) use Teachers College Reading and Writing Project's workshop approach which follows a gradual release model. Instruction is delivered through four main components: shared reading, guided reading, independent reading and class read aloud. Lesson design begins with the architecture of a mini lesson, followed by small group book clubs, partner work and independent practice.

Reading progress is assessed periodically both informally and formally. Running records are administered to all students grades K-5. Running Records are one glimpse into what children do as readers. A running record provides helpful information about a student's fluency, accuracy and literal and inferential comprehension of both nonfiction and fiction texts. This information is used to support that child's growth and development. The Walpole McKenna Informal Decoding Inventory is administered at the primary level. The assessment consists of six components. The first five assess single syllable decoding, and the last addresses multisyllabic decoding. In addition, Denton Teachers use unit pre and post assessments to drive instruction and measure progress in targeted skills. Not only do teachers find assessment data useful in planning instruction; Denton students often self-assess and set individual goals based on the data collected from the assessments. The ELA NWEA is a standardized computer based assessment that is administered three times a year. The scores and data helps teachers to observe independent growth in three key areas; Key Ideas and Details, Vocabulary Acquisition and Analyzing Craft and Structure.

Students develop their writing skills in a writing workshop. They will use a variety of strategies to plan, revise, and strengthen their writing as they work independently and collaboratively with adults and peers to produce texts, and to learn about and develop oral language written language, reading, and writing connections. Students will write for multiple purposes (to entertain, to explain, to persuade) and learn to synthesize information from various sources to form an argument/opinion. In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content, and message to readers. Throughout the elementary years students learn to master some of the conventions of academic language at grade appropriate levels. Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers.

1b. Mathematics curriculum content, instruction, and assessment:

The Denton math program consists of a variety of components to facilitate a standards-based curriculum with personalized tier 2 instruction, performance assessments, and persistent progress monitoring. The school currently uses Go Math. In addition, we enhance the curriculum with online programs such as Think Central, Personal Math Trainer, IXL, Explore Learning, and First in Math.

The district also supplements the math curriculum with a robust data-based intervention and remediation program. The district routinely and frequently assesses the students using a variety of measures such as formative assessments, summative assessments and informal assessments. We utilize the NWEA

computerized exam which is a non-standardized norm-based test administered to students from grades kindergarten through 8th grade. These reports are utilized by passionate and dedicated teaching personnel to rigorously analyze the data, make predictions based on trends, and accurately identify the math needs of children. These individualized reports allow administrators and instructional personnel to view data across a variety of math domains to review and refine instruction to target all student needs.

The teachers also utilize a variety of classroom tests, district-made performance assessments, and informal assessments to gather an array of student achievement data on each student. The classroom teachers, special education teachers, and Tier 2 instruction providers gather formally and informally throughout the year. The purpose of these meetings is to place students in robust intervention programs to increase their math fluency and problem solving ability. The students are subsequently placed in an assortment of groupings. These groupings include small group instruction within the classroom or placement in a grant-funded program called Step-It-Up which meets before school. This maximizes in class instruction. In addition, our district provides math remediation in the form of small pull-out groups which allow math instructors to provide further targeted and differentiated instruction.

We have a highly skilled staff that is constantly given the opportunity to attend professional development opportunities to broaden their understanding of how students learn math and to help them to facilitate math talk in the classroom. We recently participated in a two year professional development program which had dedicated elementary educators working together to learn and construct research-based performance assessments. These sessions have resulted in the composition of rigorous performance assessments by each team of grade level teachers in all three elementary schools. Additionally the district hired an outside math consultant to assist in the development of the Herricks scope and sequence which is aligned to the NY State Standards.

1c. Science curriculum content, instruction, and assessment:

As the Next Generation Science Standards (NGSS) were implemented, the district reflected through committee work and began to explore optimal programs that would enhance our curricular scope and sequence. Teachers are supported by a hierarchy of professionals, including science grade level liaisons, Science Kit Coordinators, and administratively, by the Tri-State Consortium.

The Herricks Science curriculum is composed of various innovative programs which all utilize the Next Generation Science Standards to boost classroom engagement and encourage collaboration among students. The Denton Avenue Elementary students hone their scientific problem solving skills by tackling hands-on experiments and investigations in the BOCES 4 For Science kits which are offered through the Board of Cooperative Educational Services (BOCES) program. These kits allow students to learn the scientific method at an early age and learn a variety of concepts in science ranging from life cycles, geology, physical science, and energy. The students make practical predictions, analyze complex data sets, and draft detailed conclusions.

The district utilizes a robust STEM program called Project Lead the Way (PLTW) to teach science and technology. Students use their creativity, cooperation, collaboration, and design skills to solve real world problems. The students implement engineering principles to create solutions, calculate effectiveness of designs, and revise their prototypes. The students carefully construct some of the models and employ a variety of technological tools to measure the strengths of their designs. The district routinely offers professional development opportunities for the teachers to collaborate and hone their skills in the execution of the science units.

Since 2016 the district has employed Enrichment for All which consists of Gifted Program teachers pushing into classrooms to complete units of a selected PLTW STEM kit in conjunction with the elementary classroom teacher. The students work in small groups to bolster their cooperation and collaboration skills through real world problem solving.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

In order to meet the state and curriculum standards, Denton Avenue Elementary School pulls curriculum from a variety of sources including the Integrated Social Studies/ELA Curriculum that was developed regionally, current events magazines as well as a multitude of online resources. Additionally, we use our community as a resource to support our diverse population. Our community allows us to learn about different cultural backgrounds and groups. These resources allow us to address the cultural, linguistic, and learning diversity that includes both similarities and differences. These similarities and differences are based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. As a school, we chose this particular curricular approach for a variety of reasons. This was mainly due to the fact that it engages the critical thinking and diverse needs amongst our multicultural population.

Denton Avenue Elementary School takes pride in implementing a unique Spanish Language Immersion program. Standards are also delivered to students in an immersive Spanish language learning environment. The general instructional approaches used are implemented through the use of a hands on approach to problem solving, inquiry based investigations, and family interviews. Additionally, we aim to treat the students like historians discovering the past and preparing them for the future. Denton Avenue Elementary School uses both formative and summative assessment data to analyze and improve student and school performance. We use a multitude of assessments ranging from exit tickets, student interviews, digital portfolios, reflections, metacognitive techniques, as well as performance assessments. Consequently, data from these assessments is used to alter and form our instruction.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Denton Avenue's art and general music programs meet weekly and take an interdisciplinary and cross curricular approach to provide students with a wide variety of foundational skills. Our programs promote problem solving, and critical thinking and help our students become lifelong learners and creators.

Starting from kindergarten, artists are introduced to the elements of art and are exposed to various mediums. Throughout the years, these skills are expanded upon and reinforced through projects that expose students to art history, social emotional learning, and various art making processes. Students have many opportunities to display their work in district wide art shows.

All students are introduced to the fundamentals of music in addition to instrumental performance opportunities offered beginning in the 3rd grade and a choral program that begins in the 4th grade. Students experience music making through creating, performing and responding, and foster meaningful connections between their identities and their environment. Students are exposed to elements of music theory, music history, and have many formal and informal performances opportunities.

2b. Physical education/health/nutrition

All students at Denton Avenue in grades K-5 participate in Physical Education twice a week for 40 minutes per class.

The Physical Education program is a comprehensive developmental program focused on the education of the whole child. The interdisciplinary nature of Physical Education provides opportunities for all students to

achieve the knowledge, skills and values that will develop their sense of wellbeing and maximize the quality of their life. Through participation in physical activity students will develop personal living skills, knowledge and movement skills acquisition, feelings of self-worth and personal values.

In grades K-2, students are guided through movement experiences for the purpose of developing how the body can and does move, as well as an understanding of perceptual motor skills.

Grades 3-5 participate in more organized movement in the form of more structured games, sport specific lead ups as well as physical fitness and conditioning activities.

Our quality Physical Education program helps improve students' mental alertness, academic performance, readiness to learn, and enthusiasm for academic and movement performance. The program also aids in the development of responsible behavior and independence.

2c. Foreign language(s), if offered (if not offered, leave blank)

The Denton Avenue Elementary School houses the elementary portion of the district's Spanish Language Immersion Program. This is the only fully articulated K-12 Spanish Language Immersion program in New York State Public school. The program has several goals which include: ensuring that the students in the program are fully bilingual, developing strong literacy skills in both the target language and English, providing the students with academic language to clearly communicate their thoughts and opinions, developing 21st century skills, and preparing students to live work, and thrive in a global community. The Language Immersion students engage in cross cultural activities which celebrate various world heritages which are also represented in the diverse student population of Denton Avenue Elementary.

At Denton, since Kindergarten, the language immersion students receive Spanish instruction in the subject areas of math, science, social studies, and Spanish Language arts for half of the instruction time of their day. The other half of the instructional time is received in English in the subject areas of reading, writing, and some social studies. The parents of the incoming kindergarten students may choose to place their child in the program after a series of informational meetings.

This Language Immersion program along with others throughout the country have been shown to improve student's language skills in both the native language and the target language. These programs allow students to practice their language skills in formal and social environments. Another benefit of language immersion programs is that they help students to gain insight into other cultures. They become familiar with other cultural norms, values, and traditions. Studies have also demonstrated that studying romance languages can broaden their understanding of vocabulary in English.

The Herricks Language Dual Language Spanish Immersion Program has been featured twice in the New York State Education Department Office of Bilingual Education & World Languages' newsletters. The program was featured in Newsday on December 05, 2021. The program was featured on the Spotlight on Long Island Schools radio show. Also, the district was recognized by the New York State School Boards Association with the Champions of Change award for its dual language immersion program. The New York State United Teachers (NYSUT) featured the program on their website.

2d. Technology/library/media

Denton Avenue School and the Herricks School district are committed to preparing students for success today and into the future. In our rapidly changing world, many of the professions our students will be engaging in as adults do not exist today. The Denton technology curriculum stems from a combination of the ISTE Standards as well as the new New York State Computer Science and Digital Fluency standards overlapped with the NYS Standards in ELA, Science, Social Studies and Math. The technology curriculum at Denton includes the development of scaffolded technology skills and competencies our students need to be prepared for in the later part of the 21st century. At Denton Avenue School, technology is integrated as "best practice" into the educational environment across all grade levels K-5. The students also meet with their school computer teacher/technology integration specialist once a week in our school computer lab.

The computer teacher is also responsible for providing professional development and on the spot support/training for teachers, students and their technology which includes SMARTboards in every classroom, 1-2 desktops per classroom, 1:1 Chromebooks, iPads and other peripheral devices.

Denton Avenue Library

The mission of Denton Avenue Elementary School Library is to foster the love of reading, become lifelong users of information, enrich our school's curriculum goals, and encourage our students to become independent thinkers. The Denton Avenue Elementary Library is an environment that makes resources accessible to the school community. The librarian uses professional selection criteria to make resourcing choices that keep our library collections current and relevant to the curriculum. We strive to express the importance of global awareness and enlighten student's views of their citizenship and the roles they take in the world in which they live. K-5 students attend weekly for forty minute classes and learn to appreciate a wide variety of literature genres available in different formats. By having books read aloud and by reading books they choose for themselves, they will learn to use the library to expand their own knowledge, pursue personal interests and develop a lifelong love of reading. The Denton Avenue School Elementary Library is the heart of the building, reaching into every classroom as well as into students' homes. The school library and librarian is a true educational partner with every teacher and administrator in providing the best possible learning experience for each and every child.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

At Denton Avenue Elementary School, students not making adequate progress with Tier I interventions and who continue to show academic delays may be eligible for Tier 2 (strategic) and Tier 3 (intensive) services in reading and math. Students are identified for T2 and T3 support through use of school-wide academic screening tool(s) and local data. Denton Avenue administers academic screening 3 times per year in grades K-1 using NWEA Measures of Academic Progress Reading Fluency and in grades 2-5 using the NWEA Measures of Academic Progress. Screening results and other data sources, such as Teachers College Reading & Writing Project Running Records and performance assessments and end-of-unit math assessments, are used to identify those students who require Tier 2/3 services for academic intervention.

Groups for Tier 2 interventions are capped at 7 students. Tier 2 interventions are implemented for at least 6 to 8 instructional weeks. Tier 2 interventions are delivered at least 3 days per week in 20-to-30-minute sessions.

Students with significant academic delays who have not responded adequately to lesser levels of academic support receive Tier 3 interventions. Tier 3 intervention plans are delivered individually or in smaller groups (capped at 3), and are evaluated periodically to ensure that students are making adequate progress.

Students who receive Tier 2 and Tier 3 support are grouped according to shared intervention needs and assigned to research-based intervention programs that address those needs, such as Leveled Literacy Intervention, Wilson, Just Words, and GoMath! Denton Avenue also offers a before school Step It Up Program in reading and math for students performing below grade level. Students do not need to be receiving Tier 2 services to receive this support. This program offers students an opportunity to practice skills and concepts being taught in the classroom in a small group setting.

3b. Students performing above grade level:

Denton Avenue Elementary school commits to preparing our students for success today and into the future. Our focus includes developing the skills and competencies our students will need to be prepared for the later

part of the 21st Century. At Denton, we provide our students with an Activity, Project, Problem-Based (APB) instructional approach for Project Lead The Way (PLTW). The APB approach engages students in active development of knowledge and skills that are then transferred as they solve open-ended problems. In addition to content knowledge, students are building problem-solving, critical thinking, collaboration, communication, and self-directed learning skills. These learning experiences help them develop an understanding of core ideas and gain hands-on experiences with science and engineering practices. This will help students build the conceptual understanding that prepares them for the 21st Century. Our PLTW units include Structure and Function: Human Body, Designs Inspired by Nature, Living Things: Diversity of Life, Variation of Traits, Organisms: Structure and Function, and Infection Detective.

Our Gemini Enrichment Clusters begin in 4th grade and continue in 5th grade. The focus of the program is to develop creative problem-solving and divergent thinking skills, social skills, metacognitive skills that foster independent and self-directed learning, to provide for the mastery of academic skills and content at a pace and depth appropriate to the capacity of each Gemini student. The topics covered include the United Nations Sustainable Development Goals or independent units of study based on student choice, abilities, skills, and interests.

3c. Students with disabilities:

Data from universal screenings as well as progress monitoring drives instruction, and allows the creation of targeted interventions to meet individual needs. Students with disabilities are provided with programs in least restrictive environments to meet academic, social, and emotional needs. Special education settings at Denton Avenue include integrated co-teaching (ICT), consultant teacher direct (CTD) and indirect (CTI), Resource Room (RR), and when the need arises individual growth (IG) classes are created in targeted subject areas.

Interventions for students with disabilities are provided based on students' needs and driven by Individualized Education Program (IEP) goals. Reading interventions include Wilson Reading System, Just Words, Leveled Literacy Intervention, Double Dose Foundations, Heggerty, and Kilpatrick. Math interventions include Touch Math, Go Math Intensive Tier 2 and 3 Interventions, and online programs such as Think Central, Personal Math Trainer, IXL Math, Reflex Math, and First in Math. Counseling, Occupational Therapy, Physical Therapy, Speech Language Therapy, and Vision Therapy are offered in both individual and group settings based on individual needs.

The district administers universal screenings three times a year. These include Northwest Evaluation Association (NWEA) in both reading and math, and Fountas and Pinnell Running Records. Other assessments include the Word Identification and Spelling Test (WIST), as well as Informal Decoding Inventory. Go Math Chapter tests, Foundations end of unit assessments, and many other local assessments are administered to ensure that students are making progress towards demonstrating proficiency in appropriate grade level standards and meeting their IEP goals.

Our building level data teams, which include the school psychologist, social worker, classroom teachers, special education teachers, support staff, and administrators meet regularly to evaluate the effectiveness of the interventions and appropriateness of their duration and frequency.

3d. English Language Learners:

The English as a New Language (ENL) program at Denton Avenue School supports all students who have been identified as English Language Learners (ELLs), with academic language support in all of the content areas. In compliance with NYS regulations, the Home Language Questionnaire, parent interviews, informal interviews with students, and the New York State Identification Test for English Language Learners (NYSITELL) are initial identification criteria used to assess students whose home language is a language other than English, when they enter the New York State public school system. Each spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to assess the proficiency levels of English language learners to determine services for the following school year. Based on either of these assessments, the students' proficiency levels determine the number of required minutes for

services. The program consists of small group instruction as well as specialized language instruction in an integrated setting. ENL teachers work collaboratively with mainstream classroom teachers to modify and differentiate the curriculum, and to provide necessary scaffolds to allow ELLs to access the material. ENL teachers employ culturally responsive teaching methods that celebrate the cultural diversity of their students, and recognize the richness each student brings to the classroom. The ENL program focuses on the curriculum in the mainstream classroom, with an emphasis on language structure and vocabulary. Children are given extra time to process questions, the chance to ask questions and the opportunity to discuss class lessons in a small group setting. Various scaffolding strategies are used to support the English Language Learners such as visual supports, graphic organizers, and sentence frames. The goal of the program is for the students to become proficient in the academic language they will need to succeed in the classroom.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Denton Avenue School engages, motivates and provides all students with a positive environment supporting academic, social and emotional growth, and college and career readiness. We do this through carefully designed learning that leverages curiosity, relationships and technology.

Learning experiences are designed for high student engagement. Developmentally appropriate and cognitively challenging units of study invite curiosity, inquiry and critical thinking. Our students are encouraged to examine and engage with curricula through a variety of perspectives, pathways and processes. Students are academically motivated by the high expectations and ongoing support of our teaching and learning teams. Concepts are connected to real life contexts to help students recognize the value and relevance of their learning. This is key to why and how our students are academically motivated.

Teaching and learning at Denton Avenue engages and motivates students by leveraging children's natural desire to socialize as part of our pedagogical practices. Cooperative learning structures take place across all classrooms to facilitate productive teamwork, rich discourse and student ownership of learning. As students build confidence, we encourage them to take initiative to extend their understanding, and serve as resources for one another to create a strong social network.

These experiences foster powerful relationships that support an emotionally safe learning environment. All classrooms co-create community agreements to establish shared values and norms. Teachers are sensitive to the dignity of all our students and sustain relationships to know every student well. The school and classroom community nurtures a sense of belonging and care. This psychological safety enables a rich classroom culture where students are empowered to take risks, develop a growth mindset and engage in intellectual challenges.

We support our students in college & career readiness by priming children to have strong soft skills, technological fluency and exposure to rich experiences. We engage our students through a dedicated social emotional learning curriculum to develop the necessary soft skills that will underpin adult success. Our implementation of 1:1 devices encourages our children to be independent, extend their learning and become digitally literate. Our enrichment for all model allows students to be challenged at every grade level. Lastly, we expose students to workshops and assemblies to build a fund of knowledge as students construct a globalized world view.

2. Engaging Families and Community:

Strong family partnerships underpin our students' success. Our robust Parent Teacher Association (PTA) boasts 100% membership from our entire school community. With our PTA partnership we are able to enrich our students' educational experience with PTA funded programming for every grade level. These programs provide valuable learning opportunities such as character education, respect for all, and core content area explorations. Additionally, the PTA generously issues grants to support school improvement such as funding our new Makerspace and purchasing social emotional learning themed classroom read alouds.

Community partnerships support our students' success. We work closely with the Herricks Muslim Families and the Herricks Chinese Association to support, learn and understand our diverse community. Their valuable input affords us the opportunity to engage in sensitive and informed conversations and decision making for our students.

Our Board of Education supports student success through initiatives such as building wide 1:1 devices. They also help us support school improvement through capital improvements, such as our new playground.

We enjoy partnerships with institutes of higher education that support school improvement and student

success. Our student teaching partnership with Hofstra University brings a continuous influx of preservice teachers. Our teachers are able to be a part of school improvement as they engage in the mentoring process and simultaneously deepen their pedagogical knowledge. This deepening of pedagogical knowledge breeds improved student outcomes.

We work with New York Institute of Technology and the Smart Start Grant to build teacher capacity in the new Computer Science and Digital Fluency Standards. This work supports student success in mastery of these new standards as well as school improvement as we build leadership capacity.

Critically we partner with Northwell Health to support our student and family needs. In a post pandemic landscape, our students continue to grapple with mental health. We are able to partner with Northwell Health to provide timely, critical access to support for students and families experiencing trauma.

3. Creating Professional Culture:

Denton Avenue School promotes professionalism by offering teachers the opportunity to attend numerous workshops, conferences, and institutes. Our professional development approach encourages teacher autonomy. Teachers choose and engage in topics/foci they recognize as timely, effective and relevant to their current pedagogical needs. Our professional learning cycles allow for teachers to intentionally bridge professional learning to practice and have opportunities to speak to their cohort colleagues throughout the course of implementation.

Teachers are passionate about improving their craft and sharing their knowledge to foster student achievement. As a result, teachers are encouraged to turnkey the latest best practices at grade-level meetings, faculty meetings, district staff development days, or collegial circles, to energize teachers and improve instruction. The crosspollination of knowledge between teachers creates a low risk space to reflect and refine instructional practices.

Denton Avenue School reflects a collaborative culture in which teachers strive to go the extra mile to enhance every child's social, emotional, and academic development. Strong working relationships among teachers are evident during lunch or common prep times where they plan lessons and/or events that will benefit students. It is common for teachers to meet before or after school in collegial circles to improve specific areas of our instruction. New teachers quickly learn this culture from their mentors and daily interactions with colleagues in the building. Through the Herricks Teachers Center, every new teacher is assigned a mentor to provide guidance and support, and navigate the challenges of the profession.

The net result of our professional development is the increased capacity of our teachers to deliver high leverage, current instructional practices. Our administrators benefit from professional development as it allows for collective collaboration, shared decision making and fosters a culture of continuous improvement. The mutual support and confidence of our administration and colleagues create a supportive environment of professional growth, appreciation and recognition.

4. School Leadership:

The principal and assistant principal foster and engage in a holistic distributive leadership philosophy. The team believes progress and achievement of organizational goals can only be successfully scaled and sustained through collective leadership. Their leadership philosophy is predicated on the idea that individuals and teams, regardless of formalized roles, can and should collectively act as drivers of excellence.

The principal creates a shared vision and intentional alignment across school infrastructure to support schoolwide improvement. Agendas, resources and teaming are coordinated for strong interdependency and oriented for specific student outcomes.

When considering intentional 21st century learning, the principal carefully considered how to align policies, programs, relationships and resources to support this. Prior to creating a Makerspace, administration

engaged in planful collaboration with teachers, parents, and district specialists. Reciprocal feedback was solicited from leadership at every level. From students to teachers to central office administration, feedback was integrated to avoid course correction and inform programmatic decision making.

District compliance and building level budget constraints were augmented by leveraging a strong Parent Teacher Association (PTA) relationship. The PTA was able to co-create a funding grant funding areas not typically sourced through the district. Additionally, a teacher team took initiative to propose a mini grant from the district office to further support the 21st century learning initiative. Teacher and student feedback informed scheduling duration as well as supported leveraging the existing 1:1 device policy in the Makerspace.

In the post-pandemic landscape, leadership has begun practicing adaptive leadership. A practical leadership framework conceived by Dr. Ron Heifetz and Marty Linsky from Harvard University, it is rooted in adapting and flourishing in unpredictable, demanding environments. This framework has helped the building leadership team navigate organizational change that eschews technical solutions to deep, complex problems. Together they norm, storm and perform to analyze, interrupt and evolve as change agents.

5. Culturally Responsive Teaching and Learning:

Inclusive Curriculum and Assessment

Where possible, we choose curricula and resources that are created and authored from a myriad of perspectives that authentically reflect and represent our racially, culturally and linguistically diverse student body. Curricula and multiple means of assessment are designed to include historically marginalized populations such as students with disabilities and English language learners. Diverse classroom libraries are intentionally curated to represent and affirm identities. Our inclusive early childhood and childhood literature create windows and mirrors of varied lived experiences to broaden and deepen our students' viewpoints.

High Quality and Rigorous Instruction

High quality instructional strategies are adapted to diverse learning styles to ensure rigorous instruction for all students. Students are exposed to curricula with a culturally responsive pedagogical lens. Through data driven differentiation, universal design for learning, activation of real world connections and leveraging of social capital through cooperative and project based learning, our teachers deliver high engagement and quality, rigorous instruction.

Ongoing Professional Learning and Support for Staff

Professional development is provided by the district's Teacher Center with community member input to better understand the traditions and practices of our diverse community. Additionally a large portion of our teachers self-selected to engage in a collegial circles series on culturally responsive and sustaining practices.

Cultural Awareness

One culturally responsive practice that is also unique at Denton Avenue is our Heritage Week. Collective partnership from staff, families and community organizations result in a stakeholder designed weeklong assortment of performances, assemblies, workshops and activities. This special week is designed to promote awareness, exploration, education and affirmation of the many communities co-existing in our school.

We enjoy close relationships with families as partners through the Parent Teacher Association, Herricks Chinese Association, and the Herricks Muslim Families. Partnering together encourages a collective responsibility and appreciation as we learn authentically about our students' cultures directly from their communities.

Respect: A Welcoming and Affirming Environment

Among our top priorities at Denton Avenue is to cultivate a respectful, welcoming and affirming learning environment for all. Through master scheduling, we set a social emotional learning (SEL) block schoolwide so all teachers have dedicated time to deliver explicit SEL instruction. Teachers are supported with SEL curriculum and resources such as Second Step and Nearpod SEL Curriculum.

Additionally, our teachers are trained to implement Responsive Classrooms. Composed of research and evidence-based practices, our teachers utilize this student-centered, social and emotional learning approach to create safe, joyful, and engaging classrooms and school communities.

PART VI - STRATEGY FOR EXCELLENCE

The success of Denton Avenue School stems from our practice of shared decision-making. Shared decision making has been instrumental in Denton Avenue's student success as it promotes equity, collaborative problem solving and builds stakeholder capacity.

Shared Decision Making to Promote Equity

Shared decision making with our stakeholders ensures co-creation during the development and implementation of equitable strategies and solutions for academic and social emotional success. Through shared decision making we are able to engage in including, voicing and examining divergent and diverse perspectives of students, teachers and family stakeholders. Honoring and inviting feedback about the lived experiences from all our stakeholders as part of our decision making frames out inclusive strategies, solutions and equitable outcomes for all. As a result, this practice builds a culture of trust and positive school climate.

Shared Decision Making to Foster Collaborative Problem Solving

Shared decision making promotes a shared responsibility, ownership and commitment amongst all stakeholders to advance and improve high quality education for all children. Shared decision making empowers our stakeholders to initiate and engage in collaborative problem solving which creates more successful outcomes with limited course corrections. Our stakeholders share a personal investment in the learning trajectories of our students and reinforce a fundamental value of centering students in the culture of Denton Avenue.

Shared Decision Making to Build Stakeholder Capacity

School wide problems that interfere with high quality learning is an opportunity to build stakeholder capacity with shared decision making. Together stakeholders critically identify, strategize, reflect and iterate utilizing varied data sources. Rich discourse around school-wide problems of practice enable our teachers to cross pollinate ideas and organically skill share in cross functional teaming structures. A natural byproduct of this practice is our vibrant professional learning community where teachers are lifelong learners engaging in cycles of inquiry to support professional growth.