

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

[X] Public or [] Non-public

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

Name of Principal Ms. Jill Pritchard

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

Official School Name PS 242 LP Stavisky Early Childhood School

(As it should appear in the official records)

School Mailing Address 29-66 137th Street

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

City Flushing State NY Zip Code+4 (9 digits total) 11354-2044

County Queens

Telephone (718) 445-2902

Fax (718) 939-7751

Web site/URL https://www.ps242q.org

E-mail jpritch2@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 DiMango

E-

mail ddimang@schools.nyc.gov

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

District Name NYC Geographic District #25 - Queens

Tel. (347) 850-3048

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. Joseph DiBenedetto

(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):
- 21 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 9 High schools
 - 9 K-12 schools
- 47 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	36
K	68
1	81
2	51
3	59
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	295

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 75 % Asian
 - 4 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 1 % 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: 11%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2021	354
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Mandarin, Korean, Spanish, Hindi, Hungarian, Greek

English Language Learners (ELL) in the school: 31 %
91 Total number ELL

7. Students eligible for free/reduced-priced meals: 70 %

Total number students who qualify: 206

8. Students receiving special education services with an IEP: 14 %
Total number of students served 40

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>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 6

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.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 13:1

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	92%	98%	94%	96%	96%
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 X No

If yes, select the year in which your school received the award. 2016

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

To provide a safe, nurturing, and engaging early learning environment. We achieve high academic and social emotional outcomes through our strong partnerships with families and the community. Emphasis is placed on meeting individual needs through multiple pathways, and ensuring that children feel valued, supported, and loved.

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

<https://www.schools.nyc.gov/about-us/policies/non-discrimination-policy>

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

P.S. 242Q is a non-zoned school. Parents/guardians can list our school as a choice on their Kindergarten application. If there are more applicants than available seats, students are chosen by lottery, and in alignment with priority status, including having siblings who attend our school, attending Pre-K at our school, and zone.

PART III – SCHOOL OVERVIEW

P.S. 242Q is a unique and inviting early childhood school where diversity is celebrated and students excel. Our hard-working staff is dedicated to providing a safe, nurturing, and intellectually stimulating environment where every child, including English Language Learners, and Students with Disabilities, will achieve high academic standards, while developing a positive self-image. Administration and teachers work together with parents to implement highly effective, standards-based instructional programs that maximize student engagement and learning. Our shared vision supports the intention to continuously grow together as a vibrant community of learners, focused on student achievement. We ensure that every child and adult in our community has the opportunity and resources to do their best and to achieve high levels of success.

Our school is located in the Linden Hill section of Flushing, and currently serves a population of over 300 students in Pre-Kindergarten through grade three. The school was built in 2000 after the community identified a need for an early childhood school that was dedicated to having smaller class sizes. Our school was named the Leonard P. Stavisky school in 2003 after late State Senator Leonard P. Stavisky. Senator Stavisky was a long time Flushing resident and an advocate for education. He co-authored a law which mandated that New York City could not significantly cut education funding in times of monetary tightening. Stavisky was instrumental in sponsoring bills which established bilingual and school breakfast programs. This is meaningful to this community because of the diversity of the students served.

The school population draws from the entirety of District 25 and surrounding districts, and the families we serve represent many cultures and languages, predominantly Asian and Hispanic; many of whom are recent immigrants. Our community is international, with almost 70% of our students coming from homes where English is spoken as a second language. Almost one half of our incoming students receive extra support for learning English. Adding to our diversity, some of our students have Individualized Education Plans, and receive related service support during the school day. One class on every grade is an Integrated Co-Teaching class, serving students with disabilities together with general education students in an integrated setting. Our commitment to differentiated instruction supports students of all abilities in every classroom. Intervention experts provide academic support and/or enrichment during the school-day and after-school programs to meet the individual needs of every student. This ensures that each student has the opportunity to achieve their personal best.

Our engaging arts and writing curricula support student creativity and personal expression. We partner with community arts organizations, including Together in Dance and Alastair King Musical Theater, to provide a rich arts curriculum, where teaching artists support learning in the arts through classroom-based residency programs. Arts assembly performances add richness and diversity to the student experience. All of our teachers are continually learning and collaborating to provide the richest educational experience for all students; they are highly qualified, licensed, certified. Over 95 % have 5 or more years experience and hold a Master's Degree or higher. Our commitment as a community of educators is to support all students and adults in developing the skills to think critically, communicate effectively, and to become active, thoughtful, successful citizens of the world.

High expectations for teaching and learning are based on a deep understanding of human development and pedagogy. Academic rigor is systemic and drives powerful instruction, teamwork, creativity, and flexibility to help students make small gains each day and great gains across each academic year. Our commitment to excellence demands that teachers and administrators know their students well, understand the curriculum and the standards deeply, and implement highly effective instructional practices that consistently challenge students to engage in cognitively demanding learning tasks and activities. Our young students are supported to set learning goals for themselves and to meet those goals, becoming creative problem solvers and critical thinkers.

One of our goals as a school community is to recognize that student success extends beyond academic outcome. We have established a Culturally Responsive/Attendance/Social Emotional Learning (CASEL) team which collaborates to ensure that our practices are inclusive and culturally-responsive, encourage high attendance rates, and support social emotional well-being. The CASEL team instituted class charters school-

wide. Each class creates, agrees upon and signs their own class charter detailing how they want to feel at school and what they can do to make that happen, giving students a sense of ownership of their feelings and a sense of belonging in their class. The team researched and selected a Social Emotional Learning curriculum, Second Step, which has been woven into our program. We also have an embedded Book of the Month program which helps us discuss character development and the key components of social emotional learning. Class discussions and activities focus on developing strength of character and the ability to make positive choices. Students are encouraged to identify and address their feelings, and develop positive peer relationships. It is our goal that all students leave our school with strong social skills and the disposition for life-long learning.

P.S.242Q was a National Blue Ribbon School in 2016. Receiving National Blue Ribbon School recognition had a positive impact on our school. Being appreciated and recognized has benefited our school as it has impacted the morale, motivation, and accountability of the staff positively. It created a school culture where everyone including teachers, staff, families, and community members understood their importance, and felt valued. Recognition that our collaborative efforts had led to student success, was validating and encouraging. We believe this feeling of pride and happiness has led us to consistently examine our practices and be the inspirational educators and role models that we are. As a result of this recognition, P.S.242Q collaborates with other schools in our community, so we can share and learn exemplary and effective schoolwide practices from one another. This recognition proved that success takes hard, ongoing work through collaboration with all community members and school stakeholders.

Families have communicated that our status as a National Blue Ribbon Award recipient was a determining factor when deciding upon school selection for their children.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Word Study/Phonics Instruction: Foundations Phonics, The Heggerty Phonemic Awareness Curriculum in Kindergarten through second grade, and Sadlier Grammar & Vocabulary Workshop in Third Grade

Our school has decided to adopt two word study programs in an effort to meet the needs of our diverse population. In Kindergarten through second grade, Foundations offers a hands-on approach where the students get repeated practice of letters, sounds and blending sounds to make words, sight word practice, and a basic understanding of letters, words, and sentences. This structured reading, spelling, and handwriting curriculum utilizes a variety of materials which helps teachers meet the learning styles of all students, and specifically address the needs of English Language Learners and Students with Disabilities. Within this program, students are regularly assessed, leading to informed decision-making, related to differentiated small group instruction. In addition to Foundations, Kindergarten through second grade, implement The Heggerty Phonemic Awareness Curriculum, to provide students with explicit phonemic awareness instruction. These programs help students gain the foundational skills required to become proficient readers and writers.

In third grade, students apply foundational skills to develop a deeper understanding of text. The Sadlier Grammar & Vocabulary programs focus on syntax and morphology, which builds students' oral and written lexicon.

We believe in a balanced literacy approach in which students have a strong model of the learning standards and have ample opportunity to practice skills daily in differentiated small groups, strategic partnerships, and independently. Through this approach the classroom becomes a "workshop" where a gradual release of support is provided so students can develop the confidence required to achieve strong outcomes independently. Through our focus on planning, our revision of the Teachers College Reading and Writing Project (TCRWP) curriculum has ensured that students are consistently engaged in meeting the demands of the Next Generation Learning Standards (NGLS), while working on strategies that are tailored to their individual needs. Students are assessed routinely in reading and writing through 1:1 running records and writing assessments. Data is collected and analyzed schoolwide to notice patterns and trends that help us inform instructional decisions. To ensure coherence, teachers have been trained in administering running records so the process is normed, and so there is an understanding of miscue analysis and the progression of retelling to assess text comprehension. In writing, a teacher-led team revisited the NGLS in writing, to create a schoolwide rubric to assess and score students' writing abilities. The rubric not only helps teachers gauge student performance, but it also provides teachers with clear next steps for individual students based on their achievement in eight qualities of good writing.

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

The enVision Mathematics Workshop Model Kindergarten through third grade. This program uses a workshop model which helps students acquire foundational skills through guided practice and a gradual release of support. The interactive technology component provides visual models which are especially important for our high population of English Language Learners (ELLs), and help learners develop deep conceptual understandings of real world purposes for math. Students engage in problem solving and critical thinking through differentiated activities and interactive games utilizing a variety of manipulatives to engage all learners. Students engage in small-group activities with teachers and peers that are tailored to their learning needs, as determined by pre-assessments, mid-unit formative assessments, and end of unit summative assessments. Small groups allow for students to access the same learning standards, while working at their own zone of proximal development. The enVision program has ample tiered activities, which supports differentiated instruction; an embedded practice at our school.

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

We utilize the Amplify Science Curriculum (Kindergarten through third grade), with district support and off-site central professional learning. This program utilizes a hands-on approach centered around experimentation and the steps of the scientific method. In addition to hands-on activities, Amplify offers rich print materials and digital tools to support learning. The Amplify program addresses the Next Generation Science Standards (NGSS) through active engagement of the students. Students learn to think like scientists and engineers. The NGSS connect the three dimensions of Crosscutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices. Students learn to find evidence from a variety of sources, make sense of that evidence, and construct a scientific argument about a real-world problem. The students are also provided with the opportunity to be a part of a Science club where they can select topics of interest to explore, and get to participate in Science, Technology, Engineering, the Arts, and Mathematics (STEAM) activities that support critical thinking and problem solving. Providing students with choice allows them to take ownership for their learning. Our annual Science Event invites families to be part of engaging experiments and challenges that connect concepts students are learning at school to real life experiences.

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

Classroom and English as a New Language (ENL) teachers use rich content, themes and big ideas to teach history, geography, economics, civics, citizenship and government. Teachers incorporate literacy throughout social studies content. This helps students use evidence from texts when reading, writing, and using discussion techniques. P.S. 242Q utilizes the NYC DOE Passport to Social Studies curriculum, which integrates the Next Generation Learning Standards and the New York State K-8 Social Studies Framework to support strong social studies teaching and learning. Our social studies program allows our students to make sense of the world in which they live, make connections between major ideas and their own lives, and see themselves as active citizens of a global community. Our social studies program also challenges students to think like historians and encourages them to raise questions, think critically, consider many perspectives, and gather evidence in support of their interpretations and thinking through the practice of chronological processing, decision-making, and historical research and analysis. Lesson plans are specifically designed to promote discussions and build academic language as well as introduce content-specific vocabulary. Each unit includes formative assessments and performance-based assessments that evaluate student mastery of content knowledge, cognitive processes, and critical thinking skills.

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

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

We offer Pre-Kindergarten for students during the year that they turn four years old. Students engage in interdisciplinary units of study that are aligned to The New York State Pre-Kindergarten Learning Standards. Each unit includes opportunities that support language, literacy, communication, vocabulary, mathematics, science, technology, social studies, the arts, physical development, and connections to the real-world. Our Pre-Kindergarten team encourages students to inquire, problem solve, interact with peers, engage in purposeful play, and provides time for engaging with families. Students develop in their own time, therefore, teachers adjust and differentiate materials for individual students based on their observations and data.

Our Pre-Kindergarten classes use New York State standards which create a connection across all subject areas and between all grade levels. The units of study allow for content exploration and skill building that are aligned with the NYC DOE Kindergarten Social Studies and Science Scope and Sequence. Students in Pre-Kindergarten learn about themselves and others which is also included in the Kindergarten social studies units. Pre-Kindergarten students learn about plants, the environment, and living things, which are scaffolded upon in subsequent grades. An example of this is how the Pre-Kindergarten students study transformations, while the upper-grade students study inheritance and variations.

Students who participate in our Pre-Kindergarten program generally have an easier transition into Kindergarten. They see familiar faces and become accustomed to our school building. We have noticed that these students often come in with background knowledge and experiences to help make connections in Kindergarten. They have signs of academic readiness, in comparison to their classmates who did not attend Pre-Kindergarten at PS 242Q. The students frequently communicate with their peers, utilizing advanced social skills while engaged in academic activities and purposeful play.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual Arts:

The students participate in a comprehensive visual arts curriculum based on the New York State Learning Standards for the Arts and the New York City Blueprint for the Arts. The students in Kindergarten through third grade engage in visual arts in their classroom, in clubs and one to two times a week with the art teacher. As well as participating in various visual arts residences, through Cultural After-School Adventures (CASA), Arts Horizons and Young Audiences. The goal of our visual arts program is to help students develop their artistic abilities and cultivate their unique artistic voice. The program focuses on developing students' creativity, technical skills and critical thinking abilities. Our program incorporates hands-on studio work as well as art history and art theory. The students also examine the history and cultural significance of various art forms. Our visual arts program provides a unique platform for Social Emotional Learning, diversity, equity, inclusion, and Culturally Responsive-Sustaining Education.

Theatre, Dance & Music:

Through our partnerships with Together in Dance and Alastair King Musical Theater, our students participate in art residences and programs that are aligned to the New York State Theater, Music and Dance standards. The students in grades Pre-Kindergarten through third grade collaborate with teaching artists in eight week cycles, as well as with their classroom and club teachers. Students are given the opportunity to develop their creative skills by encouraging them to explore different perspectives and express themselves in new ways. Through these programs in theater, music and dance students learn how to work collaboratively, communicate effectively and build relationships with their peers, while meeting arts standards.

2b. Physical education/health/nutrition

The physical education program at P.S. 242Q was revitalized by New York City's creation of PE Works, which invested in teachers and developed schools and communities that were proud of their physical education programs. P.S. 242Q follows the New York City K-5 Physical Education Scope and Sequence, which provides teaching strategies and activities that promote the acquisition of many foundational skills that lead students to live an active and healthy lifestyle. Kindergarten through third grade students participate in physical education. Pre-Kindergarten students have gross motor activities scheduled daily. The school is honored to be a Move-To-Improve All Star school, which contributes to the required 120 minutes of physical education per week. As part of the winners of the first ever Professional Learning Community of The Year Award in 2018-2019, the P.S. 242Q physical education staff are always trying to learn and advance in lesson planning, assessment and data analysis. Students develop physical skills, but also develop socially and emotionally during physical education. Students focus on community building which includes accepting feedback, working with others, challenge, social interaction, self-expression and enjoyment. This interdisciplinary social emotional learning approach produces a warm and safe learning environment for all of the early childhood students. The physical education program at P.S. 242Q will continue to strive for excellence in order to develop all-around students who are ready for more advanced skill acquisition in future grades.

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

2d. Technology/library/media

We provide a wide variety of technology for students to enhance their learning. As we utilize the International Society for Technology Education (ISTE) Standards, students are encouraged to become empowered learners and responsible digital citizens through hands-on and interactive lessons. Students are engaged in coding lessons as well as engineering; whether it's through coding a robot to move using blocks of code, or creating a Google logo using sprites and adding animation. Students are encouraged to be creative communicators as they express themselves, by choosing the technology that will best fit their needs and learning style. Students become collaborators and are guided to use digital tools to broaden and enrich their thinking and work effectively by pair programming or simply asking a friend for feedback. We foster a caring environment where students are exposed to real-life situations, how technology is used, and by solving real-world issues using technology.

Students engage in project-based learning, specifically transfer tasks, where they tackle real-world problems. Students incorporate technology to help analyze data and create presentations for their projects. We collaborated with Apple to learn about designing and supporting successful transfer tasks. Our recent projects include deepening knowledge about hygiene needs in poverty-stricken countries through Eco-Soap, promoting awareness through a Save the Gorillas project, and the creation of a Buddy Bench.

Here at P.S. 242Q, we pride ourselves on creating a safe and age-appropriate environment while using technology by teaching students to choose just-right websites and how to always involve an adult while using technology. We focus on the basic skills of how to care for technology devices and how they work. Our technology program will help prepare students for careers in the 21st century.

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

Students in Kindergarten through third grade participate in clubs. We have two to three cycles of clubs throughout the school year. Teachers share their areas of expertise such as yoga, science, technology, baking, math games, reader's theater, jewelry making, water colors, sports, dance, etc. Students complete surveys to show the clubs that they are the most interested in and are assigned to one of their choices. The clubs run for 45 minutes each week. Students enjoy participating in different activities with students across their entire grade, or multiple grades. Clubs allow students to be creative thinkers, communicate with peers and adults, and to have fun exploring an area of interest. Students often express that clubs are their favorite school activity.

3. Academic Supports

3a. Students performing below grade level:

Students who perform below grade level are given support within and beyond their classroom. Students meet with teachers regularly to set goals and monitor progress. They have access to checklists, vocabulary word/picture clues, different texts, etc. to help meet their instructional goals. Many students also qualify for academic intervention with our Academic Intervention Service (AIS) providers, through our Multi-Tiered System of Support (MTSS). Small groups are created based on need and instructional support is provided using research-based programs such as Heggerty, Foundations, and Leveled Library Intervention System (LLI). We have created eight-week cycles of support to maximize the impact of targeted support. We also offer an after-school intervention program for Kindergartners and first graders to help improve their reading skills. We limit each group to a maximum of five students, who work with a teacher on individualized reading goals. We carefully examine the progress of students who are performing below grade level so that we can make necessary instructional shifts to meet the needs of each learner.

Our Equity Visits address our problem of practice, "How do we intentionally plan so that we can

strategically target foundational literacy skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to improve the disproportionate level of our Hispanic students and Students with Disabilities (SWDs) that are performing below grade level standards in reading?" Historically our Hispanic students and SWDs are disproportionately represented as students who are not meeting grade-level standards. Our visits focus on the interventions and access for children, especially those included in our targeted sub-group. Since our Hispanic sub-group has a high level of chronic absenteeism, we are addressing this in a number of ways. We have created parent workshops and support, attendance initiatives, and have added additional engaging components to our curriculum.

3b. Students performing above grade level:

Our school consists of heterogeneous classrooms, making differentiated instruction essential to ensure all students' needs are met. In particular, students who perform above grade level need to be challenged and enriched. In an effort to meet these students' individual goals, pre-assessments are given to determine what instruction students need for upcoming units. If students demonstrate prior knowledge and understanding of a concept before instruction begins, they are provided with compacted learning and clustered grouping to address skill areas. Students in these groups work on tasks that involve higher order thinking skills, an inquiry mindset, and critical thinking. Students also have opportunities to take ownership of their expertise areas by engaging in independent projects. Student groups are consistently flexible and changing based on ongoing qualitative and quantitative data throughout the course of an academic unit.

In addition to ensuring students are being challenged academically, it is essential to provide enrichment opportunities so students explore an area that excites them intrinsically. Our Kids Leadership Team (KLT) offers students a chance to explore leadership roles by working together with administrators in the building, to represent the wants, needs, and concerns of students. The KLT initiative led to the creation of student-centered clubs in Grades 1-3, as well as the re-introduction of daily hot breakfast offerings. Along with staff, the KLT developed school-wide behavioral expectations.

3c. Students with disabilities:

Our Students with Disabilities (SWDs) are serviced through Integrated Co-Teaching classrooms, pull-out related services, and small group Special Education Teacher Support Services (SETSS). Our special education team works together with the parents to place students into the least restrictive environment that most appropriately meets their academic learning needs based upon evaluation results. Goals are created for these students through the use of universal screeners, program assessments, and in-class observations to align with the curriculum and standards that are being taught in the classroom. Data from these sources are collected and analyzed to design scaffolded small group lessons based upon the needs of these students. The general education and special education teacher teams work together to plan and implement engaging instruction that meets each student on their individual learning level. Our SWDs are provided with opportunities to be introduced to content vocabulary and preview texts and other lesson materials to help build prior knowledge of the topic, and gain access to the content being taught. Identified students are also provided with a double-dose of research-based programs, such as Heggerty and Foundations, to provide support and intervention with concepts that have not yet been mastered. Each student's progress is monitored through assessment tools such as Acadience, i-Ready, running records and enVision unit assessments. Each student's team works together to review assessment data, track progress towards meeting academic goals, and revise the students' educational plans when goals are met. The Pupil Personnel Team meets monthly to discuss students' progress, areas of need, and implementation of goals.

3d. English Language Learners:

Our English as A New Language (ENL) push-in/pull-out program is focused on the development of academic language and strategies for understanding complex text. Our school evaluates the success of our programs for English Language Learners (ELLs) by compiling multiple forms of data and noting patterns and trends. Rigorous efforts to monitor adequate progress of all of our ELLs throughout the grades are utilized and shared with all teachers. Formative and summative assessments are also implemented. Our ENL students are placed into strategy groups and differentiated instruction is used to foster their learning through

the use of visuals, small group lessons, co-teaching methods and vocabulary instruction using rich texts. We are particularly focused on developing oral language skills for all of our ELLs. Our ELL students have home language support from our Chinese, Spanish and Korean speaking staff members (2 ENL teachers and 10 paraprofessionals). ENL teachers provide explicit instruction in word identification, phonological awareness, vocabulary instruction and comprehension. ENL teachers additionally provide structured opportunities to practice English. Teachers work and plan together to provide a supportive, cohesive learning environment in which our ELLs are highly engaged. ELL students are provided multiple opportunities to build on their oral language development through turn and talk, shared reading and through the use of read alouds with opportunities for talk and discussion. Reading and writing are also integrated into each content area to boost academic talk and language. Our goal is to foster our ELLs' abilities to form and express ideas through dialogue, questioning and the sharing of ideas and knowledge. Classroom teachers, ENL teachers, as well as other service providers, set clear goals and assess ELLs on an ongoing basis at all levels using multiple, fair and equitable measures. Assessment is conducted in English or in the home language, as appropriate. This data is used to determine students' academic progress, assess their level of English proficiency, and refine approaches to ENL intervention. To further support our ELLs, we offer an afterschool program focusing on oral language and vocabulary development.

Our ENL program has been recognized by the Office of English Language Learners and the Council of Greater NY as a school with exemplary ENL practices. P.S. 242Q is dedicated to providing every ELL with a standards-based, culturally responsive, academically rigorous program that is aligned to the Next Generation standards. Additionally, ENL instruction is delivered through cooperative learning groups, paired learning, the use of graphic organizers, Total Physical Response (TPR), visual support, linguistic frames and tiered vocabulary. All ELL community stakeholders, which include administrators, teachers, students, and parents, as well as members of our extended school community, partner to implement these goals.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We are an early childhood school that values the unique needs of every student. School staff work collaboratively to get to know each student well, not only as a learner, but as a person. Teacher teams collaborate to analyze students' academic and social-emotional data, in order to design appropriate instructional activities that allow all learners an opportunity to gain an understanding of content and learning standards in each subject area. Instruction is designed to help students to think critically and solve problems. Students are encouraged to discuss their thinking, support and elaborate on their ideas. Students are encouraged to listen to and learn from the ideas of their peers. Self-assessment is encouraged on all grade levels. Students work with their teachers to create their own learning goals based upon their individual needs. Students are reminded often that taking academic risks and making mistakes are things that help us learn.

We have a highly diverse community of multicultural learners. Many of our students are Multilingual Learners (MLLs) Our team of English as a New Language (ENL) teachers works to support our students and families. We are committed to providing support within the classroom where ENL, Academic Intervention Services (AIS), and classroom teachers work collaboratively to support all students to succeed at high levels. We provide small group instruction to ELLs after school using our Title III Funding. It is our goal that all students leave our school with strong social skills and a love for learning.

The Culturally Responsive/Attendance/Social Emotional Learning (CASEL) team actively works with families whose children are designated as chronically absent or at-risk of becoming chronically absent. The team supports families with strategies and incentives to make sure that students are in attendance regularly. This team along with a Culturally Responsive Sustaining Education (CRSE) team participated in extensive professional learning in order to become a more culturally responsive learning community. This is evidenced in planning and interactions across the school. We work closely with families to ensure that our students' needs are being met and behavioral or emotional concerns are addressed. We believe that early, effective support allows students to develop the ability to self-regulate, leading to success. We have a well-trained Crisis Team, who provide support to students and families, when difficult situations arise. This team includes administrators, a guidance counselor, a social worker, teachers, and paraprofessionals.

One might initially think that college and career readiness does not apply to early childhood. However the 21st Century Skills: critical thinking, communication, collaboration, and creativity, are precisely those which our young learners engage in daily. With information available on demand, we work with students to navigate challenging situations and arrive at solutions. Much of this is done through play, yet it prepares children for college and careers. To engage families and community members, as well as give students support in college and career readiness, we host an annual Career Day. Family and community members are invited to make presentations about their higher education, technical training and careers. Students are given the opportunity to engage with these successful adults and learn about the various aspects of careers.

2. Engaging Families and Community:

We are committed to being an "Open School" where parents are always welcome. Parents are assured that they may visit their child's class at any time. This practice has been an extraordinary support for developing a positive home-school connection and creating strong partnerships and trust between parents, teachers, and administration to meet students' needs. We conduct a variety of frequent parent and family events. Each month our school holds Parents as Learning Partners mornings, where parents are invited to participate in a classroom lesson with their children. These events are well attended and provide us with the opportunity to share our vision and expectations, and information about standards and instructional expectations. We are able to provide support to parents to help their children learn at home. We carefully make sure that all families receive communication from the school in their preferred language. We provide access to translation in the families' home language for parent teacher conferences, meetings, and school events.

We have an active Parent Teacher Association (PTA) that hosts monthly parent events, meetings and celebrations. An example of this is our very popular International night, where students, parents and teachers share food, music and dance from their own cultures. Alastair King Musical Theater is a community program that provides our school with performing artist residencies. Under the direction of Mr. Alastair, teachers and students work together to create and perform musical theater productions that are beloved by students, staff and parents. This program enhances the academic curriculum being taught across the grades. Parents are invited as our audience at these performances. Cultural After School Adventures (CASA) is another program that provides arts instruction to our community. Students participate in this after school arts program, engaging in world dance. Our work with these programs also provides our students with trips to museums and theaters, as well as evening family events in musical theater, dance, and art conducted by our teaching artists. Korea Taekwondo is a community program that our school works closely with, as they provide introductory sessions for students in all grades.

Our staff has implemented a “Care Closet” within the school which through donations, provides families in need with food, toiletries, clothing and games/toys. We have organized and maintained this in a way that makes it easy for families to receive the items they need while maintaining their privacy. This resource is available on selected weekends to make access easier for families.

We have worked with local politicians to collect toys, socks, winter coats for those in need. We also host an annual food drive in partnership with City Harvest.

3. Creating Professional Culture:

Our deep commitment to professional learning is the foundation for our work and our success. We have dedicated time and resources to ensuring that all staff members have a wide variety of opportunities to grow personally and professionally. All of our professional learning is centered around tailoring each curriculum area to meet the needs of all students with best practices. This is our first year as a PROSE school. PROSE stands for Progressive Redesign Opportunity Schools for Excellence and has provided a forum in which United Federation of Teachers (UFT) members and administration collaborate to find innovative ways to program, create meaningful professional learning experiences, and invest in overall school improvement efforts. Our Instructional Leadership/Professional Development Team consists of teachers from each grade, the UFT chapter leader, and administration, as well as an AIS provider, to ensure all voices from the building are heard and valued. Professional learning topics are decided upon by this committee and implemented each Tuesday and Thursday in 30 minute blocks, as well as in lab site classrooms.

All teachers are engaging in professional learning around the Science of Reading. We are participating in Language Essentials for Teachers of Reading and Spelling (LETRS) training in order to best support our struggling readers. We engage in professional development for Civics for All, with a focus on student-led initiatives to improve our school and community. During these sessions, teachers have been able to collaborate with grade-level and cross-grade colleagues to work on areas they would like to improve upon based on the Danielson Framework and Next Generation Learning Standards. Teachers also have the opportunities to receive coaching from our Model Teacher in self-selected areas for improvement.

Our faculty values the practice of intervisitation, where colleagues incorporate new ideas and strategies into their pedagogy. As a faculty, we believe that there is something to be learned from each member of our team. Our Model Teacher has created lab-site visit cycles that focus on strong practices..

In our focus on Social Emotional Learning (SEL), we realize that the emotional well-being of the staff has a great impact on the well-being and learning of our students. We created a staff charter, detailing how each staff member would like to feel at school and the ways we can make that happen. We invested in a year-long series of professional learning around diversity, inclusion, and equity. We have instituted compliment days where staff members write the things they appreciate about each other and display these compliments on a bulletin board. We promote health and wellness days, as well as other team building activities.

4. School Leadership:

As a school community, we at PS 242Q believe in creating an emotionally healthy, positive environment for all students, staff, and families. We support a collaborative structure in which all voices are heard, people are respected, and ideas are embraced. The leadership structure of P.S. 242Q includes a principal, assistant principal, School Leadership Team (consisting of staff and parents), Instructional Leadership/Professional Development Team, Culturally Responsive/Attendance/Social Emotional Learning Team, and the Kids Leadership Team. The refinement of instructional practices and curricula is an integral part of our core beliefs of how we can best support student growth. Students learn best when provided with multiple opportunities to engage in comprehensive learning across all disciplines. Conversations are rich with student dialogue and autonomy. We are committed to creating an environment of collaborative feedback in which all stakeholders both give and receive feedback. Feedback for all learners, both adults and children, is essential for our growth and development.

Frequent visits to classrooms by school leaders provide an opportunity to gather data about how material is prepared and presented, the classroom environment, student interactions, and demonstration of understanding. Our philosophy towards classroom visitation centers around continuous improvement. We highlight strong practices and identify key areas of focus. We provide next steps and support for teachers. School leaders engage in deep-dive analysis of classroom and school data in order to ascertain progress. We measure our success against benchmarks that we have set within our Comprehensive Education Plan.

We regularly review curricula to ensure that learning targets/objectives address grade-level standards, has accessible resources, is engaging, and that it meets the needs of diverse learners, including ELLs and SWDs. Teachers are committed to effective planning and preparation, with necessary adjustments and modifications made to unit plans. School leadership has confidence in the capacity of the teaching staff to make instructional decisions that promote student growth.

5. Culturally Responsive Teaching and Learning:

At P.S. 242Q, we address the diverse needs of our students, families and staff by being an accessible, inclusive school where everyone feels safe, nurtured, valued, appreciated and supported by having a strong partnership as an open school community. The steps we take to ensure cultural awareness include: incorporating different multicultural books into our classrooms, embracing everyone's background by allowing them to openly express and celebrate their cultural identity, displaying traditional cultural performance assemblies, dressing up in cultural attire for school spirit days- (i.e., Culture Day, Diversity Day) and providing electives such as foreign language, sign language, dance, change makers and culture clubs for our students to partake in throughout the school year. We decorate and display bulletin boards to positively reflect our amazing, diverse student population.

We provide equity to all of our students by making sure that they are well equipped with the academic and social emotional skills to match their unique individual learning styles and needs through multiple pathways. As a collective, we intentionally plan and implement equally rigorous instruction in order to engage and transform student learning. We also have various staff members meet as an Equity Team several times during the school year, which allows active staff participation and investment in our students' overall progress, improvement and achievement.

P.S. 242Q ensures that all students respect themselves, staff members and one another. We actively participate as a school each year during Respect for All Week and Anti-Bullying Week by creating spirit days and anti-bullying initiatives and assemblies. Support staff provide customized social emotional learning (SEL) lessons based on each classes' needs and monthly Book of the Month lessons with aligned activities. We also have a kindness/peace tree that enhances our students' ability to write or illustrate a way they show kindness, love, and respect. Mood meters and SEL methods are used daily in each classroom for students to define, discuss and regulate emotions and to help improve social interactions, while also assisting with resolving conflict.

One support that our school uses to assist students is the Devereux Student Strengths Assessment (DESSA). We invite parents to visit their child's classroom teacher and participate in learning activities as part of Parents as Learning Partners (PALP). We have State of the School presentations, parent engagement days

and an open-door policy where parent communication, is always encouraged. External resources and referrals are always available to parents. We implemented a new "Care Closet" for families in need of clothes, food, and personal hygiene products.

PART VI - STRATEGY FOR EXCELLENCE

During the 2021-2022 school year, we started implementing Equity Visits. We believe that this practice has been most influential to our school's most recent achievements. Our non-evaluative Equity Visits are focused on our current problem of practice and prioritize improving student outcomes for students with disproportionate outcomes. Teachers visited classrooms using specific norms and protocols. They documented what they saw and heard from teachers, paraprofessionals and students. Students and teachers were interviewed using pre-determined questions. Findings were shared with the entire staff.

For the 2022-2023 school year, we are continuing to conduct Equity Visits. This year, we are prioritizing that every teacher visit at least two other classrooms and that every teacher has the opportunity to be visited. We are focused on our current problem of practice: How do we intentionally plan so that we can strategically target foundational literacy skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to improve the disproportionate level of our Hispanic students and SWDs that are performing below grade level standards in reading? While teachers and administrators visit classrooms they are looking for the following: evidence of standards-based learning targets, student understanding of success criteria, content specific vocabulary, scaffolded access to content, and that student work reflects an understanding of the learning target and task. Each Equity team member has a list of students that are included in the targeted sub-groups. During the visit, members carefully consider the learning conditions for these students. The students that are within in the targeted sub-groups are prioritized for inclusion in student interviews. It is our hope that by better understanding the learning experience of students, we will be best able to address disproportionality.

We believe that participating in Equity Visits has drastically improved student achievement. Teachers have the ability to learn from one another both from classroom visits and interviews. The Instructional Learning/Professional Development (ILPD) team works together to compile collective noticings and next steps. The principal disseminates the findings with the entire staff via emails, faculty conference and grade team meetings. Grade teams collaborate to discuss ways to improve practices. Teachers work collectively to update curriculum maps and their specific daily lesson plans.

We invited a district representative and teachers from a neighboring early childhood school to our most recent Equity Visit to receive different perspectives and to share our methods as well.

Equity Visits have created a space where teachers are willing to open their doors to their colleagues and to share best practices with one another. We are in a beautiful space of learning and growing together to make the most impact in improving student outcomes.