

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

Official School Name PS 205 Alexander Graham Bell
(As it should appear in the official records)

School Mailing Address 75-25 Bell Boulevard
(If address is P.O. Box, also include street address.)

City Bayside State NY Zip Code+4 (9 digits total) 11364-3448

County Queens

Telephone (718) 464-5773 Fax (718) 464-5875

Web site/URL https://ps205.org E-mail kpiazza2@schools.nyc.gov

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

Date _____

(Principal's Signature)

Name of Superintendent* Ms Danielle Giunta E-mail dgiunta4@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name NYC Geographic District #26 - Queens Tel. (718) 631-6943

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. Jason Rothenberg
(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):
- 23 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 34 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	24
K	30
1	33
2	38
3	30
4	41
5	34
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	230

*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
 - 52 % Asian
 - 4 % Black or African American
 - 18 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 16 % White
 - 8 % 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: 10%

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	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2021	260
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Tibetan, Polish, Russian, Chinese, Cantonese, Mandarin, Korean, Spanish, Bengali, Hungarian, Urdu, Sinhalese

English Language Learners (ELL) in the school: 7 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 69

8. Students receiving special education services with an IEP: 14 %
Total number of students served 33

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>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</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: 0

10. Number of years the principal has been in the position at this school: 15

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 15:1

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%	96%	95%	97%	95%
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. 2014

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

We pursue excellence in education for every student. A shared partnership among staff, parents and students provides all children with a quality education.

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

<https://www.schools.nyc.gov/docs/default-source/default-document-library/public-notification-of-anti-discrimination-policy>

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

Nestled in the heart of Northeast Queens, New York, PS 205, The Alexander Graham Bell School, is a small, warm, and lively elementary school that bustles with excitement the moment students walk through its doors.

Our school is comprised of a culturally rich and diverse student body. From Korea to Pakistan, China to Tibet and Poland to Jamaica, our children encompass a beautiful tapestry of culture, language, and religion. Amicable relationships are nurtured and friendships are established. The students develop a strong sense of belonging that is enhanced by their love of learning. The children are at the heart of everything we do. From pre-k to 5th grade, students come to school to enrich their lives by engaging in a variety of learning activities that promote student voice, student engagement and social emotional development.

Parents are an integral part of our school community. They value education, trust the school and its teachers and staff members. Our PS 205 families support our mission and believe that hard work and perseverance coupled with a positive outlook and teacher support is the best recipe for their child's success.

The essence of PS 205 can be found in its welcoming environment and all who enter its doors find a home away from home.

Meaningful learning experiences anchored to social emotional learning are key to our students' success at PS 205.

Students are taught social emotional strategies to help them address challenging situations. Resilience, flexibility, persistence, optimism and empathy are embedded into content area lessons. This mind-set for learning provides students with great tools that help them manage their daily life both in and out of school.

Success criteria for learning is established via rubrics and checklists. Daily discussion protocols increase student engagement that support collaboration and decision making. Data chats enable students to work with their teacher to analyze periodic assessment results and identify specific learning goals. With teacher support, students build self-efficacy by articulating their strengths and areas of need and strategize a plan to attain their goals.

Yale's RULER program further teaches students how to manage their emotions sensibly and helps them to succeed in school. Classroom pacts, created by the students, establish how students want to feel when they come to school every day and how they engage with one another during the course of the school day. Mood Meters help children identify how they are feeling and the Meta-Moment framework helps them manage negative emotions through a series of self-help steps to get to the best version of themselves.

School priorities are strengthened through two exciting initiatives, the PS 205 Community Equity Diversity Alliance (CEDA) and the Mikva Action Civics – Project Soapbox Challenge. PS 205 CEDA is a grassroots initiative that began in 2021. CEDA's mission is to provide a forum for school community members to meet, share ideas, formulate strategies and effect change to transform our path for a more equitable society through collaborative partnerships with parents, teacher and students. CEDA is open to all members of our community. Meetings are held monthly focusing on relevant equity topics such as implicit bias awareness and inclusivity. Yearly CEDA adult book club discussions advance our own learning. Past books include "Just Mercy" by Bryan Stevenson and "Caste – The Origins of Our Discontent" by Isabel Wilkerson.

Winter and spring CEDA projects invite students and families to design and create projects that celebrate children's uniqueness. Past CEDA projects include "What I'm Made Of" poems and collages, "Who or What Lifts Me Up" kites, and "Share Your Dreams" snowflake dreamcatchers.

The Mikva Action Civics - Project Soapbox invites children to develop and deliver a two minute persuasive speech about a topic or issue they care about. Project Soapbox provides an outlet for expression of ideas and helps students connect to the power of their voice.

We are humbly proud of being the recipient of the National Blue Ribbon School Award in 2014. PS 205 joined the ranks of schools who have been recognized for their exemplary achievement.

Our community is proud of this accomplishment and credits the hard work of the entire school community. Families are proud, knowing that their children attend a school that maintains a high standard of teaching and learning.

The Blue Ribbon banner, displayed above our school entrance, lets the community share in this prestigious distinction. It validates to the community what we value: rigorous instruction, student engagement, civics learning, love of community, and respect for all.

This designation reminds us that we should continually strive to uphold this national honor and always work towards continued improvement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

One of the critical aspects of a child's education is teaching them how to read and write well. In order to develop proficient readers and writers, we use the EL Education Language Arts curriculum that provides opportunities for students to engage with high-interest literature and informational text.

The EL Education Language Arts curriculum is a standards based, content-rich literacy program. It supports our vision of a child-centered approach to learning that fosters equity and inclusion and combines academic learning with social emotional development. Literacy lessons are designed to meet the needs of all learners; English Language learners and students of varying abilities. Our English language arts curriculum supports mastery of student knowledge and skills, high-quality student work, and student character development.

Students read, discuss, and write to build specific content and background knowledge and learn key literacy writing skills and reading strategies within each grade band. As students advance to the next literacy module they dive deeper into research and engage in rich discussions with one another about the content they are learning.

Literacy workshop lessons are guided by learning targets written in "I can" statements so that students know what is expected. In writing, student engagement strategies include the read-think-talk-write framework that provides students opportunities to think before talking, and through discussion crystalize their thinking. This process, integrating reading, speaking and listening, and writing enable students of different abilities and learning styles to produce higher quality opinion, narrative, and information writing.

The focus of the K-2 modules are: Building Literacy in a Collaborative Classroom, Learning through Science and Story, Growing as Researchers, and Contributing to the School Community. The focus of the 3 – 5 modules are: Becoming a Close Reader and Writing to Learn, Researching to Build Knowledge and Teach Others, Considering Perspectives and Supporting Opinions, and Gathering Evidence and Speaking to Others.

The English language arts curriculum allows students to build important content knowledge related to science, social studies and literature, while also supporting our school's priorities of student engagement, collaboration and student efficacy.

Our reading K-2 skills block includes Wilson Foundations, a research based approach to teaching reading, spelling and handwriting. The Heggerty program supports acquisition of phonemic awareness for our youngest learners.

Assessments are used to reflect and refine our core instructional practice. Multiple measures of assessment are utilized. Unit assessments assess student's progress towards mastery of the reading, writing, or speaking and listening standards. Periodic assessments, beginning of year, middle of year, and end of year, include Acadience Reading Screeners and Benchmark Assessments and i-Ready computer adaptive diagnostic assessments. Progress monitoring may include weekly and monthly assessments, which inform student reading growth as students move toward meeting and surpassing grade level expectations.

Writing Pathways is an instructional tool used for opinion, narrative and information writing that includes rubrics and checklists detailing grade level expectations and standards. Success criteria is a combination of teacher and peer feedback that supports students as they become proficient writers.

Students take ownership of their literacy learning through self-reflection and the expectations of the standards, as they strive to move up the developmental continua in reading and writing.

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

We believe that all children should develop the skills required to become successful in mathematics. To this end, we use the Great Minds-Eureka Math Curriculum. Eureka Math K-5 is a standards-based comprehensive curriculum that provides a sequence of learning modules that encourage students to think like mathematicians.

Mathematics teaching and learning focuses on key concepts aligned to standards and promotes a scaffolded and spiraled learning approach to building student's mathematical proficiency. Students gain a mathematical understanding by "doing the math" and applying learned skills and strategies. By using a cohesive curriculum, employing problem-solving methods and mathematical practices from grade to grade, students build on concepts learned each year.

Key components of math lessons include: fluency practice, concept development, application problems, and student debriefs. Sprint fluency activities help students build speed and accuracy and increase memory and recall. Fluency sprints provide students with daily practice that help them build confidence and encourage growth in their mathematical ability. Within the concept development component, teachers instruct and provide students with time for discussion and reflection. Students are presented with carefully sequenced problems. Problem sets provide opportunities for multiple entry points and application problems allow students to apply their skills and extend their learning. During the student debrief students are invited to share their thinking and consolidate their learning prior to the completion of the exit ticket. Exit tickets provide teachers with checks for student understanding and inform instructional next steps.

Students mathematical aptitude is further enhanced by math thinking exercises anchored to the Mathematical Practices (skills that should be developed in every student such as modeling, reasoning, constructing viable arguments, and critiquing the reasoning of others). Math lessons often begin with open-ended tasks that promote low-risk entry points and high student engagement. Open-ended tasks and discussion protocols include Number Talks, Math Circles, Notice and Wonder, Decide and Defend and Numberless Word Problems. These tasks oftentimes provide for multiple possible answers that encourage discourse and strengthen student's conceptual understanding.

In-class assessments include mid-module (formative) and end of module (summative) math assessments that inform student's growth as mathematicians. The NYC Office of Periodic Assessments offers access to multiple assessments that schools may use during the course of the school year. Our school uses a math baseline assessment in grades 3, 4 and 5, a summative assessment designed to inform student's mathematical readiness for the work of the current year by assessing student's skills and content knowledge from the previous grade. Teachers use this data to determine those students who may need additional support.

The i-Ready math diagnostic is administered three times per year, beginning, middle, and end of year. This computer adaptive assessment informs student's areas of strength and need and provides students with personalized instruction, practice and quizzes at their level in order to bridge the gap and challenge high achievers. Teachers use this information as yet another measure to assess student's understanding and mastery of mathematics and may assign additional digital lessons to support student acquisition of math content and skills.

Students enhance their mathematical knowledge through self-reflection and the expectations of the standards, as they strive to move up the mathematical learning progressions.

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

Science is a gateway into inquiry-based learning for all children. The Amplify Science curriculum allows all students to participate in investigation cycles and inquiry work that pique their curiosity, promote enthusiasm for learning why and how things work, and prepare students for college, careers, and citizenship.

Our science curriculum, aligned to the Next Generation Learning Standards infuses hands-on investigations,

literacy-rich activities, and interactive digital tools to equip students to think, read, write, and argue like scientists.

Science lessons engage students in relevant real world problems where they investigate scientific phenomena. Students put themselves in the shoes of a scientist and engage in scientific discourse to construct arguments and explanations across the four domains of science: Physical Science, Life Science, Earth and Space Science, and Engineering Design. Using the “do, talk, read, write, visualize” approach to learning, all children are invited to dive deeper into the world of science.

Hands-on investigations are a part of every science unit of study. This essential component provides students with engaging activities that require students to gather evidence, think critically, and solve problems. While immersed in these science units of study, students develop and defend claims about the world.

Science teaching and learning takes place both in and outside the classroom. Our school, located in the shadow of Alley Pond Park, affords our students rich opportunities for hands-on nature study, linking our daily learning to real life experiences. Students have also participated in the Farms For City Kids program, a unique educational program that combines firsthand farming experience with the knowledge of science. Students who have attended this program enjoy farm life by working in the dairy barn, small animal barn, greenhouse, garden, and cheese house.

Exit tickets are one type of formative assessment students use to demonstrate what they’ve learned and provide teachers with evidence of their learning. End of unit summative assessments evaluate student achievement in relation to end of year goals.

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

Social studies invites students to explore human behavior in relation to the past and present, allowing them to better understand how people and the environment interact in an interdependent world.

The NYCDOE K-8 Passport to Social Studies curriculum aligned to the Next Generation Learning Standards and the NYS K—8 Social Studies Framework support our mission to help our students become strong global citizens.

Students are immersed in social studies learning through reading a variety of documents such as primary sources and trade books. The curriculum supports student inquiry and critical thinking. Students examine, analyze, research, and discuss relevant topics aligned to the five themes of social studies: history, geography, economics, civics, and culture. Students grow their knowledge in the study of humanity, people, and events that have shaped our world.

The Civics for All program is a companion curriculum to the NYCDOE K-8 Passport to Social Studies curriculum. Civics for All cultivates civic knowledge, civic skills, and civic dispositions in order for students to become active members of a democratic society. This culturally responsive curricular resource comprises units of study that are interactive, project-based and relevant.

One of the highlights of our civics program is the Mikva Challenge Project Soapbox. Kindergarten to 5th grade students participate in Project Soapbox modules that help youth find their voice on issues that matter most to them. Students develop their case for making a positive change by writing a well-crafted speech based on the rubric that includes content, structure, style, and delivery. Students deliver speeches to the school community and winners advance to the city finals.

Participatory Budgeting allows students to hone their civics skills by engaging in a democratic process in which they decide how best to apportion funds for the betterment of the school community.

Student mastery of content knowledge includes formative assessments, quizzes. Summative end of unit performance based assessments evaluate student learning and determine if goals have been achieved.

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

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

The goal of our Pre-K for All program is to ensure that all children are ready to succeed in school by stimulating their curiosity, developing their love of learning and language, and engaging children in the literacy process through read alouds, questioning and discussion. The pre-K program supports early childhood development aligned to the New York Prekindergarten Early Learning Standards. Through discovery and play, young children begin to make sense of the world around them.

The Pre-K Scope and Sequence is an interdisciplinary learning resource used to help expand children's understanding of the people in their community and the world around them. It is comprised of three themes, beginning with "My Community and Me", followed by "My Environment and Me," and finally, "Change and Growth All Around Me".

The development of inquiry and critical thinking is infused into all themes and pre-K units of study aligned to the P-12 Common Core learning path. The units provide opportunities for content exploration and skill building that are also aligned with the NYC DOE Kindergarten Social Studies and Science Scope and Sequence.

Another critical component to our pre-K program is the physical classroom environment. Flexible seating and bright work spaces encourage movement and communication. The physical classroom environment is designed to support interactions among students and teachers. Opportunities for discovery, purposeful play, and hands-on activities, support children as they learn in the way that best helps their whole development, physically, emotionally, and academically.

Our pre-K program prepares students to meet the challenges of kindergarten by nurturing their social and academic needs. Students develop reading and math readiness as well as self-awareness, social awareness, and relationship skills.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in grades 3-5 participate in the Dancing Classroom program each year. The Dancing Classrooms program is a 10-week, in-school residency that meets twice weekly. The residency includes a video lesson and a guest artist visit, and culminates in a showcase for all participating classes, where every child performs.

The Dancing Classroom mission is to cultivate essential life skills in children through the art of social dance. Their vision is to help create schools and communities where every child is connected, respected, and provided with a safe environment in which to thrive.

Through standards-based, in-school residencies, Dancing Classrooms use the vocabulary of ballroom dance to cultivate positive feelings that are inherent in every child. The maturity necessary to dance together fosters respect, teamwork, confidence and a sense of joy and accomplishment. Ballroom dance is the medium used to nurture these qualities.

The culminating events are the highlight of the residencies. The school community and parents celebrate the social development of children and enjoy an elegant dance performance as well! Time and again, parents are amazed and touched by the positive changes they see in their children because of Dancing Classrooms.

2b. Physical education/health/nutrition

Anchored to the NYS Physical Education Standards, our physical education program promotes an active lifestyle. Students participate in a variety of activities that encourage physical and emotional well-being. Peer coaching and leadership opportunities embedded in PE lessons support college and career readiness.

Physical education activities include sport skills and games, dance, movement, fitness, and lifetime activities. Activities are designed to develop students' physical competence through a progression of increasing challenges and promote responsible, personal and social behavior.

Prior to every lesson, students get ready for learning by engaging in low-intensity movement. Keeping in mind the focus of the lessons, the teacher creates activities that require students to practice a skill set individually, then in small groups and finally within a team approach. Peer and teacher feedback are embedded during active engagement that supports each student in their effort to strengthen their skills.

The FitnessGram Assessment is used to determine whether or not students are in the "healthy fitness zone." This test evaluates student's aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. The results of the FitnessGram help families to better understand their child's overall health-related fitness.

Our PS 205 physical education classes are a critical and enjoyable part of the school day.

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

2d. Technology/library/media

Our computer science program is aligned to the K-12 Computer Science and Digital Fluency Learning Standards. The standards focus on five key concepts: impacts of computing, computational thinking, networks and system design, cybersecurity, and digital literacy.

The goal of computer science is for every student to learn how to effectively and safely navigate a technology-dominated world. Students learn how to communicate and create using the components of digital technologies.

Embedded in the computer science standards are guiding principles that help teachers create hands-on technology activities that promote understanding. Students engage in both "unplugged" (not working on a computer) and "plugged" (working on a computer) activities. Activities are anchored to equity and access for all, interdisciplinary connections, coherence, and relevance and engagement.

Students learn to code using Scratch. With Scratch, students create their own interactive games, stories, animations and music. Student-created games are shared with peers who provide feedback using rubrics and checklists that include criteria for proficiency. Debugging allows students to continually improve their code by finding and fixing mistakes.

Computer science teaches students not only computational and algorithmic thinking, but also visual thinking, perseverance and teamwork.

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

3. Academic Supports

3a. Students performing below grade level:

Using the Outcomes Driven Model, our school provides Multi-tiered Systems of Support (MTSS). The Outcomes Driven Model is an approach to classroom instruction and assessment that is driven by targeted learning outcomes. It is a five step process that includes: identifying the need for support, validating the need for support, planning and implementing support, evaluating effectiveness of support and reviewing outcomes. The MTSS lead teachers identify students in Tier 2 and Tier 3 and plan for the appropriate interventions that best support student needs.

Periodic assessment results provide teacher teams with individualized student data informing areas of academic strengths and challenges. Students not meeting grade-level benchmarks in reading and math are provided with small group and personalized instruction.

Additional reading support for students not meeting grade level expectations are addressed in a number of different ways. During the WIN (What I Need) period, students may practice reading skills and strategies on i-Ready My Path personalized instruction. Individual and small group intervention is provided by the classroom teacher. In grades K-2, students participate in research-based interventions including: the Heggerty Phonemic Awareness curriculum and the Wilson Foundations structured literacy program. AMIRA learning, an AI online reading tutor is used with select students in grades 3-5.

Differentiated individual and small group intervention is provided by the classroom teacher. Additional math support for students not meeting grade level expectations includes i-Ready My Path. These students are provided with computer adaptive lessons in the areas in which the student is performing below grade level.

Progress monitoring serves to evaluate the effectiveness of support. Periodic review of diagnostic assessments informs student progress toward meeting benchmarks. Data chats give students the opportunity to reflect on their progress and create goals for their learning in specific domains.

3b. Students performing above grade level:

Students performing above grade level are identified through multiple measures. Extended learning opportunities and challenges are presented to those students who demonstrate mastery of content in different subject matter.

Keeping the learner in mind, teachers plan purposeful and rigorous activities that challenge student thinking and support their accelerated academic needs. In literacy, students are provided with options to select texts that are suitably challenging and developmentally appropriate. Students have opportunities to participate in book clubs and literature circles that expand their comprehension and connection to the story.

In mathematics, students engage in advanced application problems that challenge their analytical and numerical prowess. Through productive struggle, students build their knowledge of math concepts and content.

Periodic assessment results provide teacher teams with individualized student data informing areas of academic strength. Students exceeding grade-level benchmarks in reading and math are provided with enrichment and personalized instruction.

During the WIN (What I Need) period, students may hone their reading or math skills using i-Ready My Path computer adaptive personalized instruction. Individual and/or small group enrichment is provided by the classroom teacher. Additionally, flexible group activities are designed to ignite student interest and spark enjoyment of learning.

Progress monitoring serves to evaluate the effectiveness of advanced level personalized digital instruction. Periodic review of diagnostic assessments also serves to inform student progress. Teacher student data chats give students the opportunity to reflect on their assessment results and growth and create new goals for their learning in specific domains.

Student engagement is reflected through active participation, demonstration of accomplishment and self-awareness of success.

3c. Students with disabilities:

Students with disabilities are capable learners that require educational support to help them access and acquire knowledge alongside their peers. As such, we place value on the special education services provided for children who require additional related services or special educational support. We are committed to ensure all students with disabilities receive a high-level of support as indicated by their Individualized Education Plan (IEP).

Students receive IEP mandated services using a combination of a push-in and pull-out teaching model. Small group instruction, both in and out of the classroom, supports students as they work to meet their goals, benefitting students both academically and social emotionally. Instruction delivered via small group allows for explicit re-teaching of content and gives students the opportunity to ask questions and attain immediate feedback in a low-risk supportive learning environment.

The special education teacher and/or related service provider articulates with the general education teacher to design a schedule that best serves the special education student. The use of scaffolding and differentiation techniques help the student with disabilities access core curriculum. Examples include: the pre-teaching of vocabulary, sentence starters and graphic organizers. Shorter and alternate assignments are adapted to the needs of the individual student.

Acadience Reading K-6 is a universal screener that determines the skills to target for instructional support. In addition, Acadience Reading is used as a progress monitoring tool that monitors student's growth in foundational reading skills. Another recently acquired reading intervention tool that students use is AMIRA Learning; an artificial intelligence online tutor that helps students improve reading fluency and comprehension skills. AMIRA assesses student's level of oral reading mastery and provides students with computer adaptive reading practice based on their results. Teachers access AMIRA student reports that inform individual instructional recommendations.

Multiple measures are used to assess student progress. Periodic, diagnostic and growth monitoring i-Ready assessments are administered throughout the school year. Teacher teams analyze results to track student progress and determine appropriate interventions for students in both reading and math.

3d. English Language Learners:

Our English Language Learners are immersed in learning alongside their peers and engage in language and knowledge acquisition through a variety of academic and social emotional supports based on student's English Language Proficiency Levels.

English Language Learners (ELL) participate in the general education program aligned to the Next Generation Learning Standards. Students receive mandated ENL support using a combination of a push-in and pull-out teaching model. Differentiation of instruction utilizes scaffolding techniques to facilitate and enhance learning while making the content and language instruction more accessible to ELLs. Students may use graphic organizers, thinking maps, and infographics to help facilitate comprehension. Rich discussion promotes vocabulary development in daily lessons.

The ENL teacher articulates with the general education teacher to design a schedule and co-plan lessons that best serve the ELL student. This flexible team approach works to provide each student with the best opportunity to advance through the levels of language proficiency.

ELL students are supported via Foundations, a multi-tiered, multisensory, structured language program provides explicit phonics instruction for students in grades K-2. The Heggerty program, a phonemic awareness program, is also used in K-2 classrooms. Learning A-Z Raz-Kids provides leveled reading resources that help build vocabulary and reading comprehension in grades K-3. All grades use i-Ready

computer-adapted personalized instruction to differentiate in both reading and mathematics.

Acadience is a universal screener and progress monitoring tool that monitors each ELL student's growth in foundational reading skills. Acadience results help teachers determine the student's specific language skill needs.

The beginning of year, middle of year and end of year periodic assessments allow for progress monitoring of our ELL students. Students who have not yet achieved grade level benchmarks are provided with additional support and monitored regularly to assess growth.

Each spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELL students. This summative assessment assesses student's English language proficiency across five levels: entering, emerging, transitioning, expanding, and commanding. NYSESLAT results determine the level of service ELL students receive in the upcoming school year.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

It is our belief that all learning is social emotional. As such, engaging students in learning is one of our school's priorities. Through active learning, students participate in a holistic educational experience that stimulates the mind and nurtures the heart. PS 205 creates an environment for all children to develop and enhance student voice, student agency, and student ownership.

Students are invited into learning every day. This invitation to learning involves strategic moves on the part of the classroom teacher to take into account what they know about their students as they plan their lessons. The day begins with a morning meeting and a Mood Meter check-in that informs teachers how students are feeling. When faced with a difficult situation, students are taught to use the Meta-Moment. The Meta-Moment is used by children when they are overwhelmed with emotions, it teaches them “to pause and think” before acting.

Social emotional learning is embedded into daily instruction. Students practice using affirming language when participating in group discussions and learn how to be good listeners by respecting others opinions and ideas. Strategies to help students cope with day to day school life are taught and utilized in different grades. One strategy, The Learning Pit, is a process of thinking that helps students to problem solve when faced with challenging issues. Through use of the Learning Pit our students improve their attitude, develop skills and deepen knowledge.

Student agency leads to student engagement through activities that are relevant and meaningful to our learners. Discussion protocols such as Socratic Seminar, Jigsaw, and Fishbowl are incorporated into learning activities to promote equity of student voice and student ownership of learning.

Student ownership of learning fosters a collaborative mind-set that places children at the forefront of their own learning and creates pathways to knowledge. Developing student voice is critical to student engagement. Student's opinion and feedback about what they are learning, how they are learning, and why they are learning promote a positive and safe learning environment. Periodic student response to learning surveys ask students for feedback about their learning and their attitude toward school that help them build self-awareness.

To support student's continued growth in social emotional learning, we use the Devereux Student Strengths Assessment aligned to the CASEL Framework. This bi-annual assessment asks teachers to rate students across eight competencies: self-awareness, social awareness, relationship skills, self-management, goal directed behavior, decision making, personal responsibility, and optimistic thinking. These competencies are critical to student's readiness development for success in college and careers.

2. Engaging Families and Community:

A successful school improvement strategy employed at PS 205 is the formation of the Community Equity Diversity Alliance (CEDA). CEDA provides a forum for school members, students and families to engage in monthly discussions about diversity, equity, and building an inclusive learning community.

CEDA is a safe space for all who wish to join in the conversation about difficult topics such as race, equity, and diversity. CEDA has several goals: create a safe space to hold discussions about different topics; design and create projects that help address issues of race and equity, learn about and celebrate differences and similarities among students; and provide opportunities to share and highlight projects that may include reflections, ideas, poetry, and lessons learned. Reflection questions used in some of our CEDA projects include: Who am I? Where am I from? Who are the people in my life that are important to me and why? What are the characteristics of people that demonstrate strong social emotional intelligence? What are my aspirations, dreams?

Our vision is to strengthen the school community by creating and sharing these projects that incorporate student's written reflections. The CEDA projects are shared within the classroom, school, and during multiple stakeholder meetings: School Leadership Team, Parent Teacher Association and Community Education Council Meetings.

Another school improvement strategy found to be successful at PS 205 is the student-led parent-teacher conferences. During these conferences, students have the opportunity to celebrate their strengths and articulate their specific learning goals for the next term. We've seen first-hand how these student-led conferences have favorably impacted student achievement and are appreciated by all stakeholders, teachers, students and families. Students value the opportunity to discuss their learning and growth with their families. Parents are impressed with how well their children are able to articulate what they know and are able to do and teachers appreciate the importance of putting the students in the driver's seat of their learning.

These strategies create opportunities to build trust among stakeholders, nurture social relationships, foster mutual understanding, and strengthen our community of learners.

3. Creating Professional Culture:

An important aspect of our school is the value we place on human and social capital, anchored to the philosophy that the members of a team play a critical role in the success of the school community. Hence it is our teachers that are the keystone that provide meaningful experiences that enhance student academic and social emotional growth.

Affirmation of the teachers who work day in and day out on behalf of their students is vital in creating and sustaining an environment wherein they feel supported and respected in the incredible work of education. The administration values teachers and respects their professional knowledge and expertise. PS 205 teachers are afforded the latitude to make decisions about curriculum and instruction and teacher teams collaborate to design and implement instructional programs.

Our professional learning community structure is based on the framework of coherence that invites teacher teams to reflect and refine their practice. Embedded in this framework of coherence are four key aspects that accelerate student academic achievement: goal setting, collaborative learning, strengthening pedagogy, and accountability.

Teacher collaboration focuses on core instruction, wherein teachers determine what is working and what requires modification so that all students have equal access to learning and an enriched learning experience. Teacher development and student achievement hinges on the established inquiry work practice that is driven by analysis of periodic student assessment data.

Teacher observations provide teachers with feedback of promising practices and areas that may benefit from additional professional development in order to bring out the full potential of both teachers and students.

Teachers take part in professional learning opportunities provided by the Department of Education and the school district, District 26. The school administration encourages teachers to take risks knowing that in trying different teaching approaches teachers grow in their pedagogical journey. Capacity building is important at PS 205. Here, teachers share best practices during professional learning times at grade level and faculty meetings.

Continuous cycles of professional learning support teachers in strengthening pedagogy that is anchored to how goals will be set in motion. Teacher team work, professional learning, and the use of digital learning tools allow teachers to deepen their knowledge and build proficiency.

Collaborative learning promotes a positive mind-set that invites teachers to use their talents and expertise to support one another. Working in an environment where teachers feel valued and supported encourages them to intrinsically do what's in the best interest of children.

4. School Leadership:

The school's principal adheres to a shared vision of continuous improvement that focuses on teacher development, and student academic and social emotional achievement. In this shared vision, continuous collaborative conversation provides transparency of beliefs, goals, and expectations.

As a transformational leader, the principal inspires others to reach their potential in order to build capacity within the school that yields high results for all learners. An emphasis is placed on developing individual strengths and creating opportunities for teamwork.

Cultivating a supportive learning environment begins with establishing trust and inviting all members of the team to help build the system that advances the policies and agenda of the New York City Department Of Education and District 26 vision to enhance instructional programs and improve the cultural awareness of the school community in which it resides.

Leading by example, the principal participates in professional learning and recognizes and fosters leadership qualities in others. The principal is always on the lookout for rising stars to emerge from within the school to help forge ahead in the quest for excellence. Key school leaders include, lead content specialists, teacher team leaders, literacy coach, data specialist, and parent coordinator. These instructional leaders support all members of the school community.

The principal believes that all stakeholders are an integral component of the shared decision model that leads to the overall success of the school. Stakeholders include members of the School Leadership Team, Parent Teacher Association, and Community Equity Diversity Alliance. Stakeholders are comprised of parents, teachers, staff members, and students and provide the necessary feedback and ideas that inform decisions made at the school level. Their insight, expertise, and compassion for children make them an invaluable source of ideas that nurture an exciting, safe and sound school learning environment.

Important decisions about our budget and use of resources are considered wisely to ensure that all teachers have the tools they need to support student achievement and that all students have the materials and resources they need to access and engage in learning on a daily basis.

In the last four years we have seen a shift in practice toward the increased use of digital tools. This shift has led to a different type of teaching and learning experience for teachers and students alike. During the Pandemic we moved to a virtual learning model, and adapted to the use of Google Classroom. Now that we are back in school full time, we are reaping the benefits of the evolution of Google Classroom. It has become both an at-home and in-school resource.

PS 205 is known for its strong ability to be responsive to the needs of our school and community.

5. Culturally Responsive Teaching and Learning:

PS 205 has been the recipient of the NYC Department of Education Respect For All designation for the past five years. This recognition speaks to the philosophy that each member of the school community is valued and respected. Respect For All means that we are committed to keeping our school safe, supportive and free from discrimination.

The school fosters a collaborative approach that engages all stakeholders in modeling and safeguarding democracy, equity, and diversity. Social justice is embedded into the fabric of the school through our Civics For All curriculum, an essential component of every student's academic experience.

Professional training for members of our school community includes: Peer Mediation, Beautiful Me-Self Esteem Rising, Therapeutic Crisis Intervention, and Mental Health Skill Building that grows our expertise in creating a supportive learning environment. Teachers and staff also participate in professional learning series that include implicit bias awareness training, inclusivity and the Yale RULER program.

At the classroom level students are individually acknowledged, seen and heard. The learning environment is created with children in mind. Leveraging our social emotional curriculum, students create classroom pacts at the beginning of the year that dictate how students want to feel coming to school every day. Classroom libraries are culturally diverse and include an expansive range of topics and reading levels. All students are supported in learning tasks that invite them to use discussion protocols and communication tools such as the Talking Stick to ensure equity of student voice.

Families are provided with home language support to ensure that any communication they receive is easily accessible in the language they require. Additionally, our parent coordinator provides family workshops, resources and support, especially for those families who are new to our school.

The strength of the school community lies in its members who came together and formed an alliance based on the principle that in order to cultivate a healthy society we must foster a love for humanity. To this end, the PS 205 Community Equity Diversity Alliance (CEDA) was created to embrace cultural diversity. The mission of CEDA is to provide a forum for school community members to meet, share ideas, formulate strategies and effect change to transform our path for a more equitable society through collaborative partnerships with parents, teacher and students.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental to the school's success is cultivating and sustaining a positive school culture. The school culture establishes strong relationships among all the members of the school community.

A positive school culture exists in an environment where people feel safe, respected and valued. This favorable environment strengthens the development of social relationships which support a team approach to teaching and learning where everyone joins forces to meet the needs of all students anchored to high expectations. Shared, purpose-driven goals are built through relationships that foster esteem, openness, and allow safe spaces for discussions.

At PS 205 a welcoming atmosphere greets all staff and students as they enter the school building each day. Cycles of success contribute to feelings of accomplishment for students, teachers and families; setting the stage for continued student academic achievement and social emotional growth.

Student response to learning surveys offer students the opportunity to express how they feel in different aspects of their learning. Responses are overwhelmingly positive. Children feel good coming to school at PS 205.

Families feel that their children are safe and happy coming to school and value the hard work of the teachers. They willingly volunteer to support all Parent Teacher Association activities, such as managing snack sales at basketball games, chaperoning on class trips, and donating school supplies. Parent volunteers share their time and talents in planning in-school field days and after-school fundraisers.

Teachers establish beautiful learning environments that mirror what children need. Calming corners, reading nooks, and carefully established learning centers, all contribute to a positive classroom culture. Student created Class Pacts establish the norms of how children should feel coming to school and how they interact with each other, always cognizant of showing respect for the people around them.

At PS 205 we continue to strive to maintain a positive school culture in order to give all children the opportunity to be successful in school and beyond.