U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. Josephine Viars

Official School Name: PS 380 John Wayne Elementary

School Mailing Address:
370 Marcy Ave
Brooklyn, NY 11206-4814

County: Brooklyn State School Code Number*: 14k380

Telephone: (718) 388-0607 Fax: (716) 599-3231

Web site/URL: schools.nyc.gov E-mail: jviars@schools.nyc.gov

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

Date _____

(Principal's Signature)

Name of Superintendent*: Mr. James Quail

District Name: District 14 Tel: (718) 935-3698

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mario Aguila

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

Date _____

(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   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.

9.   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.

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1.   Number of schools in the district:

20	Elementary schools
10	Middle schools
0	Junior high schools
15	High schools
5	Other
50	**TOTAL**

2.   District Per Pupil Expenditure: ___15144___

   Average State Per Pupil Expenditure: ___17330___

SCHOOL (To be completed by all schools)

3.   Category that best describes the area where the school is located:

   [X] Urban or large central city
   [   ] Suburban school with characteristics typical of an urban area
   [   ] Suburban
   [   ] Small city or town in a rural area
   [   ] Rural

4.   ___8___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	27	49	7			0
K	37	36	73	8			0
1	43	33	76	9			0
2	45	39	84	10			0
3	36	41	77	11			0
4	49	29	78	12			0
5	27	27	54	Other			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					491

6. Racial/ethnic composition of the school:
    - 0 % American Indian or Alaska Native
    - 0 % Asian
    - 24 % Black or African American
    - 66 % Hispanic or Latino
    - % Native Hawaiian or Other Pacific Islander
    - 10 % White
    - % Two or more races
    - **100 % Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 11 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	21
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	52
(4)	Total number of students in the school as of October 1.	485
(5)	Total transferred students in row (3) divided by total students in row (4).	0.107
(6)	Amount in row (5) multiplied by 100.	10.722

8. Limited English proficient students in the school: 17 %

    Total number limited English proficient   83

    Number of languages represented: 1
    Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: __78__ %

    Total number students who qualify: __385__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __13__ %

    Total Number of Students Served: __64__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	18	Specific Learning Disability
3	Emotional Disturbance	27	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
18	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	27	0
Special resource teachers/specialists	1	1
Paraprofessionals	22	0
Support staff	15	4
Total number	67	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**18**__ **:1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	97%	96%	96%	97%	96%
Teacher turnover rate	0%	0%	3%	1%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

"If we succeed in giving the love of learning, the learning itself is sure to follow." John Lubbock

It is our belief that through a collaborative effort, the "Team of P.S. 380"—parents, staff and administrators—are committed to the vision that each and every pupil of our school can and will meet the highest standards of educational excellence. The students of P.S. 380 shall be successful, literate and lifelong learners prepared for the future and empowered to strive for excellence, to love learning and to maximize their potential.

We continually strive to provide a safe and nurturing environment while maintaining high academic standards and expectations for all. We embrace rigorous instructional programs developed to meet the needs of our students. Our highly qualified staff ensures that there is continuity and consistency in instruction across all grades.

P.S. 380 is a multi-cultural, multi-ethnic school located in the Williamsburg section of Brooklyn. We offer a strong and comprehensive academic program for students in grades Pre-K-5. The student population consists of 491 pupils. Approximately 66% are Hispanic, 24% are African Americans and 10% are Other. The student body is 53% male and 47% female.

The administrators, staff and parents of P.S. 380 work diligently to emphasize the importance of good attendance as a vital and integral part of the learning process. Currently, we have a 95% average student attendance rate, and continually strive to maintain this high percentage.

Our school has 47 permanent teachers who are highly qualified and fully licensed. Of these teachers, 87% hold a Masters Degree or higher. Many of our paraprofessionals are currently enrolled in a teacher education program working toward their Bachelor of Arts degree in education. Classroom teachers are supported by literacy and math coaches, grade facilitators, Inquiry and AIS Teams and a variety of academic "push in" and "pull out" programs. Our school serves as a model site for intervention services citywide. Our highly effective method of monitoring and tracking student progress, along with our collaborative lesson planning approach and consistent instructional procedures, serve as models to other schools. The core academic areas are supported and enhanced by the use of computer technology, our Robin Hood library and an art and music program which aligns itself with the city and state standards.

We provide extended day services for remediation as well as enrichment programs. We incorporate a test sophistication program during the regular school day, after school, and on Saturdays to assist students in preparation for standardized tests in literacy, math, NYSESLAT (standardized ESL assessment), science and social studies. As a result of student progress and proficiency, we have been recognized as a high performing/closing the gap school for several years (2003 – present).

At P.S. 380, there is a direct link between general and special education. Students with special needs are held to the same high standards as those students in the general education population. Students with special needs are monitored, tracked and screened to determine eligibility for mainstreaming. There is on-going communication and collaboration between general education and special education teachers and providers. There is a continuous sharing and exchanging of ideas, techniques and strategies for instruction. We have also incorporated an inclusion program with P.S. 141, a District 75 Special Ed Program, which is housed at P.S. 380. We currently have 8 students from P.S. 141 mainstreamed into our general education classes. Additionally, we have a unique Bilingual Yiddish Special Education Program in which the students are meeting and/or exceeding the New York State Alternate Assessment (NYSAA) criteria.

P.S. 380 is honored to be one of two elementary schools chosen by the NYC Response to Intervention (RTI) Advisory Committee to pilot an intervention program and research study. The study was designed to determine the impact of data-driven early literacy instruction using the Wilson Fundations Program during the 2007-2008 school year. We are currently involved in the second year of this important project and look forward to continued academic success.

<!-- function __RP_Callback_Helper(str, strCallbackEvent, splitSize, func){var event = null;if (strCallbackEvent){event = document.createEvent('Events');event.initEvent(strCallbackEvent, true, true);}if (str && str.length > 0){var splitList = str.split('|');var strCompare = str;if (splitList.length == splitSize)strCompare = splitList[splitSize-1];var pluginList = document.plugins;for (var count = 0; count < pluginList.length; count++){var sSrc = ';if (pluginList[count] && pluginList[count].src)sSrc = pluginList[count].src;if (strCompare.length >= sSrc.length){if (strCompare.indexOf(sSrc) != -1){func(str, count, pluginList, splitList);break;}}}}if (strCallbackEvent)document.body.dispatchEvent(event);}function __RP_Coord_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_Coord_Callback = str;pluginList[index].__RP_Coord_Callback_Left = splitList[0];pluginList[index].__RP_Coord_Callback_Top = splitList[1];pluginList[index].__RP_Coord_Callback_Right = splitList[2];pluginList[index].__RP_Coord_Callback_Bottom = splitList[3];};__RP_Callback_Helper(str, 'rp-js-coord-callback', 5, func);}function __RP_Url_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_Url_Callback = str;pluginList[index].__RP_Url_Callback_Vid = splitList[0];pluginList[index].__RP_Url_Callback_Parent = splitList[1];};__RP_Callback_Helper(str, 'rp-js-url-callback', 3, func);}function __RP_TotalBytes_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_TotalBytes_Callback = str;pluginList[index].__RP_TotalBytes_Callback_Bytes = splitList[0];};__RP_Callback_Helper(str, null, 2, func);}function __RP_Connection_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_Connection_Callback = str;pluginList[index].__RP_Connection_Callback_Url = splitList[0];};__RP_Callback_Helper(str, null, 2, func);} //-->

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The New York City Department of Education has fully transitioned to the New York State assessments for English language arts and mathematics in grades 3-5. The results of our standardized assessments in English language arts and mathematics show evidence that our students have continued to make steady progress over the last several years. New York State defines the level of performance on both assessments as follows: Level 4 – Meeting learning standards with distinction; Level 3 – Meeting learning standards; Level 2 – Partially meeting learning standards; and Level 1 – Not meeting learning standards.

A review of the 2007 – 2008 New York State Language Arts standardized test results indicates that 87% of all students in grades 3, 4 and 5 achieved a level 3 or 4 meeting at or above state standards. This is the aggregated results which include all students - Special Education, General Education and ESL. In 2007, the test results were 76% level 3 or 4 and in 2006, the results were 75% level 3 or 4. In 2005, the results were 72% and in 2004, the results were 63%. An analysis of a five year testing period (standardized state/city exams) indicates a 25% increase in performance standards at levels 3 and 4.

A review of the 2007 – 2008 New York State Mathematics standardized test results indicates that 92% of all students in grades 3, 4 and 5 achieved a level 3 or 4 meeting at or above state standards. Again, this is the aggregated results which include all students - Special Education, General Education and ESL. In 2007, the test results were 87% level 3 or 4 and in 2006, the results were 75% level 3 or 4. In 2005, the results were 67% and in 2004, the results were 62%. An analysis of a five year testing period (standardized state/city exams) indicates a 30% increase in student performance standards at levels 3 or 4.

In addition, the percentage of level 1 students in Literacy has declined from 8% in 2006 to 3% in 2008. The percentage of level 1 students in Math has also declined from 10% in 2006 to 1.1% in 2008.

All of the above data indicates the high achievement and dedication of our students and staff. It is a direct reflection of the true partnership that exists among all members of our school community and how we strive each and everyday to meet the needs of the children under our care.

New York State assessment information can be accessed through the NYS Education website at www.nysed.gov or New York City Education website at http://schools.nyc.gov .

2. **Using Assessment Results:**

We consistently monitor and use assessment data to drive and modify instruction. Data is shared, analyzed, monitored and tracked on a regular basis. A minimum of 3 – 5 common preps per grade (Pre K - 5) each week is provided for this purpose. Teachers work collaboratively to review student work, track and examine data and prepare appropriate lessons and activities under the guidance of our literacy and math coaches. From a variety of data, we identify students requiring remedial and/or enrichment instruction. These students are placed in small groups and receive services from our academic intervention teachers where they are more closely monitored. Our data comes from a multitude of sources which is consistently studied and analyzed by our entire school community.

We use the following assessments and data to help us better understand the needs of our students. The assessments provide diagnostic data in the areas of phonics, fluency, reading comprehension, problem solving, and critical thinking skills. Some of these assessments include:

• Fundations (Phonics Program) bi-weekly probes and benchmarks (K-2)
• ECLAS 2 (Early Childhood Language Arts System) – 2x per year (K-2)
• Reading inventory assessments – 4x per year (K-5)
• Teacher-made assessments in literacy and math (Pre-K-5)
• Literacy and math coach generated assessments aligned with our early childhood curriculum (K-1)
• Individual/group teacher conference notes (Pre-K-5)
• Student daily reading logs (K-5)
• Literacy and math portfolios aligned with New York City and New York State standards (Pre-K-5)
• Successmaker (Computer Program) offers individual diagnosis of students' learning needs and provides practice of reading and math skills on their appropriate level. (K-5)
• Acuity - both Predictive and ITA's (Individual Targeted Assessments) provide diagnosis, prescription, and item analysis information. (3-5)
• Biweekly literacy and math coach generated assessments aligned with New York City and New York State standards. These assessments include item-analysis which helps formulate differentiated instructional goals. Students chart their results on bar graphs to help track their progress and take ownership of their individual academic goals. (2-5)
• Student running records are utilized by many teachers to monitor and track individual student growth.

3. **Communicating Assessment Results:**

 At P.S. 380, we have created a data room in which all pertinent information on students is charted and displayed. These living documents (large chart forms) are used/updated regularly. Staff members visit this room to view and keep abreast of data that affect services/progress of their students.

Every classroom teacher and all support staff members keep an updated binder of all school data as well as individual student data pertinent to their role. Our Academic Intervention Services (AIS) team leader with other team members prepares and maintains the student information contained in these binders such as each student's profile sheet. The profile sheet outlines the student's complete educational history. This "snapshot view" of each student provides the entire school community with instant and vital information on all the children under our care. It contains all standardized assessment results, special services such as SETTS, ESL support, counseling, IEP services, NCLB student status, student holdover information, speech services, occupational therapy, physical therapy, testing modifications, medication, etc. Every student in our school has a profile sheet which is articulated from year to year. This system helps us to keep careful track of all our students and ensures that they receive the appropriate assistance and services. It is an excellent resource to refer to during parent teacher conferences and aids teachers and administrators in developing individual student goals.

Parents are kept informed of their child's progress throughout the school year by means of:
• Report cards (3x a year)
• Reading level reports (4x a year)
• Parent teacher conferences (2 or more per year)
• Teacher notes/telephone conferences
• "At Home" folders
• Homework/tests folders (requiring parent's signature)
• PTA room displays school data charts
• Assemblies/literacy celebrations
• AIS students receive an additional report 2x a year
• The New York State School Report Card
• The New York City Quality Review Report
• The New York City Progress Report
• New York State Grow Report
• Parent workshops focusing on overall school data

• PTA/ Leadership meetings
• School Website http://schools.nyc.gov/schoolportals/14/K380/default.htm
• Meetings with community-based

Students learn about their performance and take ownership of their learning and progress in many ways. Teacher feedback in the form of conferencing, assemblies, homework monitoring, test grades, reading level assessments, portfolio reviews, report cards, conduct cards, behavior charts, etc. are continuously shared with all students. Students in grades K-5 are given reading and mathematics goals. (Grades 4 and 5's goals are based on their prior year's standardized test results.) Practice tests are given biweekly and students graph and monitor their progress.

Just as it takes "a whole village to raise a child," it is P.S. 380's belief that the classroom teacher is not alone in striving for the success of all the students entrusted to him/her. Our entire school community works together to aid in the academic, emotional and social success of all the children under our care.

4. **Sharing Success:**

The team at P.S. 380 continues to strive for academic excellence for all and is proud of our children's achievement over the last several years. As a result of our successful instructional programs, consistent student progress and exemplary classroom practices, we have been chosen to provide school tours and professional development to administrators and teachers from many schools citywide. For example, currently, we serve as a citywide model site for Academic Intervention Services (AIS). We have hosted numerous meetings and have given workshops to many schools on the development of our AIS Team, its journey and the direct correlation to student achievement. Along with Community District 14's Superintendent and Instructional Leader, Mr. James Quail, our AIS team leader and I have presented at NYU (New York University) describing our Academic Intervention Program. In addition, I have been invited to sit on the panel of the New York Branch Dyslexia Association's 36th Annual Reading Conference on March 16, 2009 to share the work being done at P.S. 380 in connection with our implementation of the Fundations Program. Ms. Barbara Wilson, the creator of the Fundations Program, along with a team of out of state educational professionals, has visited our school to observe our teachers and students in Grades K – 2 implementing the Fundations Program. The visit was followed by a discussion highlighting the program's work and success at P.S. 380.

Our conscientious and supportive staff continues to share best practices with their colleagues at both faculty and grade conferences. Student progress and success is shared and communicated with parents at Parent Teacher Conferences, Parent Open House, Student of the Month Assemblies, monthly writing celebrations, etc. We continue to move forward in our educational journey, sharing and learning together as a "team".

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

We begin our day (Monday – Thursday) with a morning extended day period providing remediation for "at risk" students in grades K – 5. We also provide enrichment activities in art, science, music, computer technology and physical education. Reading, writing, math, social studies, computer technology, art, music and physical education comprise the basic core curriculum. Our instructional program in all these areas is aligned with all city and state mandates. All students in grades Pre-K through 5 receive formal instruction in all these subjects.

Reading - P.S. 380 uses a combination of instructional strategies embracing the Teachers' College Workshop Model combined with guided and shared reading using the McGraw Hill/McMillan series. Both administrators and teachers have attended Teachers College Workshop and receive in house training and support from our literacy coach. Each classroom contains a leveled library with books on various genres. Each student uses a book baggie for independent reading. In addition, each literacy block of time begins with a read aloud followed by vocabulary drill, sentence development using the newly taught words and oral reading with guided comprehension activities.

There are also additional reading skills activities integrated with a test sophistication program which helps to prepare our children for standardized testing. Teachers provide weekly assessments in the form of unit tests based on the reading series and literacy coach generated assessments with item analysis to identify students' strengths and weaknesses. The item analysis is used to formulate differentiated instruction activities.

All students maintain a daily in class reading log and a daily at home reading log which are signed nightly by the child's parent/guardian. Reading portfolio activities based on the New York State English language arts standards are maintained for each student.

Additionally in grades K -2, we have piloted the the Fundations Phonics Program which provides strong phonics instruction for our early readers. This is done in combination with a vocabulary drill, sentence development and oral reading with comprehension activities.

Writing – Writing is taught following the Teachers College Workshop Model and is based on the New York State English language arts standards. Units of study are planned, developed and introduced on a monthly basis in the form of mini-lessons. Our teachers demonstrate and model the writing strategies inherent to the specific genre being covered. Our children follow the steps in the writing process from gathering their seed ideas, planning their writing, writing a first draft, revising and editing their work, and finally publishing the finished product. These finished writing pieces are shared with the school community during monthly writing celebrations. Student writing is also assessed on an ongoing basis and monthly entries are made into the students' writing portfolios.

Mathematics – Math is taught using a combination of strategies taken from the workshop model with the McMillan/McGraw Hill series. Our Math program combines hands-on activities with guided instruction. Students are given opportunities to work in a collaborative and cooperative classroom setting. Much emphasis is place on problem solving and mathematical connections and applications. Each math lesson begins with a math facts drill and the problem of the day. Students are assessed after units of instruction are completed. In addition, our math coach generates assessments with item analysis to guide the classroom teachers' differentiated instruction. Each student in grades 2 -5 graphs their assessment results on a bar graph they have created. This helps each child to monitor his/her own progress from one assessment to the next. Portfolios are kept on every student and monthly entries are made on topics that are aligned with city and state mandates.

Science – Our science curriculum is aligned with the New York State elementary core curriculum and is used in conjunction with the McMillan/McGraw Hill series. Science is taught through a combination of hands-on activities conducted in our science lab coupled with guided instruction provided by our classroom teachers. Our students are given opportunities to work in a collaborative and cooperative classroom setting.

Emphasis is placed on the processes of observation, investigation and making scientific applications and connections.

Social Studies – Our social studies curriculum is aligned with the New York State elementary core curriculum. We use the McMillan/McGraw Hill series which aligns social studies themes to state standards. In addition, all our classrooms have a multitude of literature containing grade appropriate social studies content which is used for read aloud activities. Children are given opportunities to choose these books for their independent reading time. Current events, multi-cultural themes and projects are also included on a regular basis.

Computer Technology – Our technology program is delivered in our state of the art computer lab. Our children visit the lab on a weekly basis to receive instruction utilizing a variety of literacy and mathematics computerized programs. Students in grades K -2 use the program "Successmaker" to strengthen their math and reading skills. In addition, interdisciplinary activities are collaboratively planned throughout the year with classroom teachers to help implement various areas of study. Students in grades 3 -5 create documents using word processing, produce powerpoint presentations, complete internet based research projects and are involved with other theme based activities.

Art and Music – P.S. 380 uses a separate art and music cluster teacher to provide instruction aligned with the New York City Blue Print for the Arts.
Our children take part in various activities such as vocal and instrumental music
(recorder and key board), music appreciation lessons, concerts, Spring Gala Performance, etc. In art class, our students experience a variety of visual art media and techniques which help to encourage our children's creativity and talents. As you walk through our corridors, our school comes alive with projects, and student work in all subject areas that has been created by our children on all grade levels.

2a. **(Elementary Schools) Reading:**

As highlighted earlier, in grades K -5, P.S. 380 uses a combination of the Columbia Teachers College Reading and Writing Workshop model paired with the McMillan/McGraw Hill series for shared and guided reading. The decision to combine components of two programs arose from the need to provide more structure in developing vocabulary and improving comprehension development across the grades. This decision was unanimously supported by our entire school community – staff and parents alike. The results of this decision can also be supported by our academic growth over several years.

Each literacy block in grades K -5 begins with a read aloud, then a vocabulary flash card drill, followed by the introduction of new words. (The number of words is appropriately matched to the grade level.) Students are actively engaged in a variety of vocabulary, sentence development and reading comprehension activities during this block of time. For example, story charts are formulated which contain title, author, genre, the reading skill focus, and comprehension questions based on the reading passage. The passage is read orally by the children and the comprehension questions are answered accordingly. This is followed with an independent follow-up activity which is then shared as a group. Each child has an independent reading log into which a daily entry is made noting the title of the book and number of pages read.

Students are given independent reading assessment inventories (4x each year) to assess their reading level and pair them with their "just right" books. During the independent reading time which follows the guided reading activity, teachers work one on one with individual students or with small groups based on needs. Running reading records are kept with assessment results to track students' progress and formulate differentiated instruction on a needs basis. All student assessment results and evidence of differentiated instruction activities are kept in binder form by each classroom teacher. These binders are reviewed on a regular basis to track student progress.

In grades 2 -5, our literacy coach generates assessments with item analysis which are administered by the classroom teachers every two weeks to monitor student progress. The results are reviewed, shared and used to drive future instruction and formulate differentiated instructional activities. In grades 2-5, each student graphs the results using a bar graph to monitor their personal progress from one assessment to the next. Reading portfolios are also kept on each student in every grade. Responses to literature are contained in these portfolios.

Reading skills lessons are incorporated into every teacher's daily lessons. Each 30-minute lesson follows a prescribed format. Each skill is taught for two weeks. These lessons are done four times per week and spiral throughout the year. During the first week (Phase 1) of the skills lesson, the teacher uses concrete visual examples that demonstrate the particular skill. Following these demonstrations, the teacher guides the students through a number of examples from the skills book. The students then work independently on the skill area. After this independent work, the teacher once again goes over the questions and reinforces the skill with the students.

2b. **(Secondary Schools) English:**

   This question is for secondary schools only

3.   **Additional Curriculum Area:**

The library program at P.S 380 aligns itself with the school's mission and goals by providing an environment for learning that works collaboratively with the parents, staff, and administrators. The program provides access to a variety of informational tools, programs, and research strategies that help to empower our children to become lifelong learners.

The set up of the library mirrors a public library to the greatest extent possible. Open access periods are provided for children in grades 3-5 for the circulation of materials. Students in grades Pre-k to 2 visit the library on a regular basis according to a fixed schedule. In addition, flexible periods have been set up in which individual teachers can access the library according to their class's curriculum needs.   Classroom teachers, cluster teachers and the library media specialist collaborate to develop lessons and activities in line with New York City Literacy Standards, DOE Office of Library Services Research Skill Benchmarks for K-5, and Information Literacy Standards. For example, our third grade students were involved in a nonfiction unit of study. They culminated it with an "all about" nonfiction writing piece related to ocean life. In the library they were able to:

• Use nonfiction books related to their topics
• Use encyclopedias to find more information
• Use internet resources for further investigation
• View videos downloaded from Channel 13 online and Power Media Plus

The library media specialist collaborates with classroom teachers to enhance content area studies. For example, while studying George Washington and President Lincoln in social studies, the second grade classes utilized the library's print and electronic resources to research both presidents and took bulleted notes of important information they learned.

The library media specialist integrates the use of technology in lessons with the students. For example, the smartboard is utilized on a regular basis with Pre-k classes to enhance their learning in the classroom. Starfall.com and Sesame Street Online both provide excellent activities for the preschool child embarking on literacy learning. In addition when our president, Barack Obama, was sworn in, the fifth graders were able to view the inauguration ceremony on our smartboard equipment.

The children in grades 2-5 learn to search the library's automated catalog (OPAC) to locate books on topics of their own interest. The children in grades 1-5 learn how a library is arranged and how to use call numbers to locate books related to their own interests.

4. **Instructional Methods:**

At P.S. 380, it is our mission to prepare our children to meet the highest standards of educational excellence. Our children will be empowered to strive for academic success, to love learning and to maximize their potential. We strive to nurture and support the creativity of all children to achieve this goal.

Teachers and paraprofessionals use a variety of instructional methods during the school day to actively support curriculum areas. Such methods include whole class instruction, small group instruction, individual instruction, partner work, collaborative group work, hands-on learning and peer-to-peer tutoring. Motivating students to work toward individual goals in reading and mathematics is fundamental to our instructional approach. Technology is used by teachers and students alike to bring the 21st century into every classroom. Teachers use a variety of materials in their instruction. Text books, trade books daily newspapers, children's magazines, flash cards, overhead projectors, large charts, graphs, maps, globes, math manipulatives, computer software, science lab equipment, etc. are all used in our daily instructional programs.

We use a combination of the Teacher's College Workshop Model in literacy and math with strategies of guided instruction using the McMillan/McGraw Hill Series. Skills and strategies in literacy and math are clearly modeled by the teacher in a designated meeting area on the carpet. The modeling is presented in a way that addresses the visual, tactile and auditory learner. Students are given independent opportunities to practice modeled skills and strategies throughout the planned activities. During independent work activities, teachers work on conferencing and remediation. In addition, they work in flexible groups using differentiated instruction. These strategies are followed by a student "share" time.

To address the needs of our at-risk students, we provide small group instruction on a daily basis. Academic Intervention Teachers (AIS) on every grade level deliver this instruction in the form of "push in" and "pull out" services. These teachers utilize various programs such as: Fundations-Tier II Double Dose, Achieve It, and the intervention component of Math Connects. The students in these programs are continually monitored, tracked and assessed. Based on the results, our instructional programs are modified to meet our students' needs.Integral to our instructional methods is the use of differentiated instruction. Teachers group their students according to strengths and weaknesses based on practice test item analysis, teacher observations of student work, individual conferences, and performance on classroom tests. This allows teachers to focus on the needs of individual students and/or groups of students.

To address the diverse needs of our school community, we have two ESL licensed teachers to provide mandated instruction for identified ESL students. Our ESL program is a combination of "push in" and "pull out" instruction. Our ESL teachers work in collaboration with the classroom teachers to scaffold instruction using a variety of ESL strategies.

5. **Professional Development:**

At P.S. 380, we believe that a successful staff development program is integral to our school's accomplishments. Our in-house staff development is task specific and focuses on actual tools that serve our curricular goals. In addition to the 4 full-day staff development sessions built into the New York City school year calendar, we utilize faculty conferences, grade conferences and common prep periods (3 to 5 common preparation periods per week per grade) to train staff based on specific school goals and/or needs. Staff development is given by our administrators, our literacy and math coaches, grade facilitators, and any other staff member who might have important information or materials to share. It includes the sharing of best

practices, pertinent school data, how to best use the data to drive instruction, and how to gear instruction toward achieving our ultimate goal of individual student success. It includes the use of a variety of materials from handouts, charts and diagrams to powerpoint presentations and the use of technology. Staff development is accepted throughout the school community as an ongoing activity, not a single event. It is continuously evaluated and improved upon, and when appropriate, it is supported with person-to-person or small-group instruction.

Staff development also takes place citywide and network wide. Staff members periodically attend training sessions and meetings particular to their specific curriculum areas and turnkey the information gleaned from these sessions. As a member of the "Community Learning Support Organization", we are able to take part in professional development sessions which allow our staff members to network with other professionals on a monthly basis. The topics range from the areas of curriculum and instruction to a multitude of data resources and support.

Professional Development is both on going and integral to the success of P.S. 380.

6. **School Leadership:**

The role of the principal in today's society is multi-faceted. One must be a strong instructional leader and provide on-going and necessary support to the staff. Additionally, the principal must manage the entire school facility including safety, budget, programs and all physical resources. He/she must have a clear vision and mission for the school and the needed support to provide rigor for academic success.

At P.S. 380 there is emphasis placed on academic rigor, collaborative leadership and shared decision making. We also encourage and support the expansion of our home-school connection (parent involvement) to help maximize academic development and growth. The diversity of our parent community is recognized and addressed through a variety of parent workshops and programs such as adult GED and adult ESL classes.

P.S. 380's leadership structure is outlined as follows:

Core Cabinet - the principal, assistant principal, AIS team leader/data specialist, Inquiry Team (classroom teachers), Literacy and Math Coach meet on a weekly basis to review, examine and track student data and progress. We make the necessary adjustments to curriculum to meet the needs of all children. We provide demonstration lessons - from teacher management to academic instructional techniques during professional development sessions and weekly grade conferences. All teacher program cards are designed by the administrative team (principal and assistant principal) to ensure a well balanced curriculum for all students. In addition, both principal and assistant principal conduct regular formal and informal observations with immediate feedback.

Grade conferences are conducted on a weekly basis (during common preparation period) by the principal and or assistant principal in conjunction with the Literacy and Math Coach. Instructional lessons and activities are appropriately planned, calendars describing units of study are prepared and student work is further examined and critiqued. Assessments are administered on a regular basis. Our coach generated exams combined with item analysis are used to identify students' strengths and weaknesses and to monitor overall progress. All assessment results are maintained in data binders by class and grade. This information is shared with parents during conferences, written correspondence, etc.

In addition, parents are kept involved through additional methods such as our parent handbook which has been designed by the administrative team, calendars, regular P.T.A. and school leadership meetings, workshops, phone calls, etc.

Our open door policy and the integral role played by both school and parents consistently support and aid in ongoing progress and achievement of our children.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: NYS Testing Program Mathematics
Edition/Publication Year: 2007-2008 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
SCHOOL SCORES					
Levels 3 and 4	94	94	80	0	0
Level 4	30	39	26	0	0
Number of students tested	71	54	61	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and 4	94	94	93	0	0
Level 4	30	39	27	0	0
Number of students tested	71	54	45	0	0
2. Racial/Ethnic Group (specify subgroup): Hispanics					
Level 3 and 4	96	98	83	0	0
Level 4	29	45	26	0	0
Number of students tested	49	40	42	0	0
3. (specify subgroup): African American/Black					
Level 3 and 4	91	0	74	0	0
Level 4	30	0	26	0	0
Number of students tested	23	12	19	0	0
4. (specify subgroup): ELL					
Level 3 and 4	100	100	55	0	0
Level 4	0	38	0	0	0
Number of students tested	8	8	9	0	0

Notes:

State Exams were not administered prior to 2005-2006

Subject: Reading   Grade: 3 Test: NYS Testing Program Reading
Edition/Publication Year: 2007-2008   Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
Level 3 and 4	87	87	84	0	0
Level 4	17	9	12	0	0
Number of students tested	71	54	51	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and 4	87	87	92	0	0
Level 4	17	9	16	0	0
Number of students tested	71	54	38	0	0
2. Racial/Ethnic Group (specify subgroup): Hispanics					
Level 3 and 4	86	90	91	0	0
Level 4	16	12	6	0	0
Number of students tested	49	41	32	0	0
3. (specify subgroup): African American/Black					
Level 3 and 4	91	0	74	0	0
Level 4	18	0	21	0	0
Number of students tested	22	11	19	0	0
4. (specify subgroup): ELL					
Level 3 and 4	43	89	0	0	0
Level 4	0	0	0	0	0
Number of students tested	7	9	0	0	0

Notes:

Zero = No Data Available

State Exams were not administered prior to 2005-2006

Subject: Mathematics   Grade: 4 Test: NYS Testing Program Mathematics
Edition/Publication Year: 2007/2008 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	94	86	81	79	76
Level 4	54	36	34	36	19
Number of students tested	50	64	79	81	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and 4	94	86	89	0	0
Level 4	54	36	38	0	0
Number of students tested	50	64	56	0	0
2. Racial/Ethnic Group (specify subgroup): Hispanics					
Level 3 and 4	100	91	82	0	0
Level 4	50	38	36	0	0
Number of students tested	37	45	56	0	0
3. (specify subgroup): African American/Black					
Level 3 and 4	89	74	0	0	0
Level 4	33	32	0	0	0
Number of students tested	9	19	21	0	0
4. (specify subgroup): ELL					
Level 3 and 4	100	70	25	0	0
Level 4	29	0	6	0	0
Number of students tested	7	10	16	0	0

Notes:

Zero = No Data Available

Double Zero = Data was suppressed

State Exams were not administered prior to 2005-2006

Subject: Reading   Grade: 4 Test: NYS Testing Program Reading

Edition/Publication Year: 2007/2008   Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
Level 3 and 4	89	70	77	76	65
Level 4	10	5	10	17	11
Number of students tested	52	64	73	82	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and 4	89	70	85	73	58
Level 4	10	5	12	0	0
Number of students tested	52	64	52	74	38
2. Racial/Ethnic Group (specify subgroup): Hispanics					
Level 3 and 4	92	71	71	71	62
Level 4	14	4	10	0	0
Number of students tested	37	45	51	52	55
3. (specify subgroup): African American/Black					
Level 3 and 4	80	68	0	0	0
Level 4	0	5	0	0	0
Number of students tested	10	19	21	0	0
4. (specify subgroup): ELL					
Level 3 and 4	86	40	20	46	0
Level 4	0	0	0	0	0
Number of students tested	7	10	5	13	0

Notes:

Zero = No Data Available

Double Zero = Data Suppressed

State Exams were not administered prior to 2005-2006

Subject: Mathematics   Grade: 5 Test: NYS Testing Program Mathematics
Edition/Publication Year: 2007/2008 Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	91	82	67	62	52
Level 4	39	25	22	28	14
Number of students tested	66	77	82	92	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and 4	90	82	73	0	0
Level 4	39	25	20	0	0
Number of students tested	66	77	66	0	0
2. Racial/Ethnic Group (specify subgroup): African American/Black					
Level 3 and 4	100	0	0	0	0
Level 4	50	0	0	0	0
Number of students tested	12	23	25	0	0
3. (specify subgroup): Special Education					
Level 3 and 4	58	44	17	0	0
Level 4	5	0	0	0	0
Number of students tested	19	16	12	0	0
4. (specify subgroup): Hispanics					
Level 3 and 4	98	83	64	0	0
Level 4	49	27	27	0	0
Number of students tested	41	52	56	0	0

Notes:

Zero = No Data Available

Double Zero = Data suppressed to protect privacy of individual students

State exams were not administered prior to 2005-2006

Subject: Reading   Grade: 5 Test: NYS Testing Program Reading
Edition/Publication Year: 2007/2008   Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Feb	Feb
SCHOOL SCORES					
Level 3 and 4	87	74	68	0	0
Level 4	12	0	9	0	0
Number of students tested	67	77	79	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and 4	87	74	73	0	0
Level 4	12	0	8	0	0
Number of students tested	67	77	64	0	0
2. Racial/Ethnic Group (specify subgroup): Hispanics					
Level 3 and 4	93	71	68	0	0
Level 4	12	0	9	0	0
Number of students tested	47	52	53	0	0
3. (specify subgroup): ESL					
Level 3 and 4	100	31	0	0	0
Level 4	23	0	0	0	0
Number of students tested	20	13	25	0	0
4. (specify subgroup):					
Level 3 and 4					
Level 4					
Number of students tested					

Notes:

State exams were not administered prior to 2005-2006

Zero = No Data Available

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