Mission Statement

The **mission** of Felisa Rincón de Gautier P.S. 376 is to _sustain_ a 21st century learning environment with high academic expectations that foster self-efficacy through students' unique talents and abilities.

Vision Statement

The **vision** of Felisa Rincón de Gautier P.S. 376 is for students to become global humanitarians that are empowered, self-directed, active citizens in the 21st century.

Vision Statement: (A Portrait of your school, the What)

P.S. 376 is a School of Technology as well as a Gifted and Talented School. Our school community is a place where learning is alive in all classrooms. At P.S. 376, the staff uses a Transdisciplinary STEAM curriculum through Project Based Learning (PBL) that includes instructional technology. Educators employ innovative best practices that shift learning from teacher-led instruction to student-generated inquiry. PBL provides an opportunity for students to deeply investigate a driving question for six to eight weeks. During this process, students acquire 21st-century learning skills by collaborating, communicating, thinking critically, being creative, including character education along with citizenship. Ultimately, students are able to respond to the driving question autonomously through a presentation.

Mission: (The Intentional Approach –Context of the HOW to achieve the vision)

PS 376 takes pride in being a professional community of lifelong learners. For the 2019-2020 academic school year, PS 376 collaboratively generated an in-house teacher expertise list to address Element #3 - Collaborative Teachers of the _Framework for Great Schools_. It will serve as an inventory of effective teaching practices of individual educators who exhibit particular strengths in the four Domains from Danielson's Framework. From this list, teachers will be able to request classroom inter-visitations and peer observations in order to exchange ideas, learn new strategies and/or learn different teaching methodologies. Furthermore, classroom inter-visitations and peer observations will allow participants the opportunity to observe signature and best practices across curricula from trusted colleagues and subsequently receive ongoing support to implement these practices. Colleagues will engage in collaborative conversations in which feedback is provided by host teachers in the form of "glows" and "grows."

For the upcoming 2019-2020 school year, PS 376 will continue to utilize technology to ensure the success of Project Based Learning in all classrooms. In addition, PS 376 will continue the practice of engaging students in the Socratic Seminar, which the school has successfully integrated in grades 2-5. Students engage in rich discussions, as well as classroom debates to explore different points of views. By engaging in a Socratic Seminar, students are able to gain critical thinking skills, interrogate texts, in order to formulate and support their point of view. Time has been allotted in the instructional day to support the development of our students' discourse in these areas.

School-wide Instructional Focus:

=Based on the Instructional Leadership Framework, Three Instructional Priority Areas are:

- Strengthen Core Instruction
- Know Every Student Well
- Use Shared and Inclusive Curriculum

Priority #1: Strengthen Core Instruction & Advanced Literacies:

In order to strengthen core instruction, in August 2019, the prep schedule was created to ensure common planning across vertical and grade teams, subgroup teams, and Peer Coaching Periods. Teachers daily program cards include a 150 minutes Literacy Block to incorporate the Advanced Literacy Hallmarks 1-4. During the literacy block students engage in a minimal of 20 hours (weekly) in reading rich texts, oral discussion, writing, and targeted vocabulary instruction.

To address all students needs and allow opportunities for individualized support, we continue the work of the SDI Labsite in all ICT classrooms. This includes the use of Specially Designed Instruction aligned to IEP goals and Present Levels of Performance in instructional design.
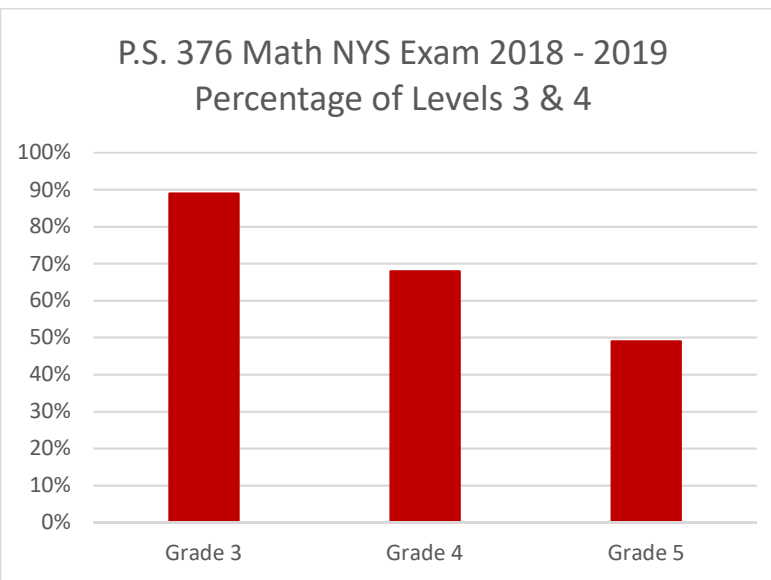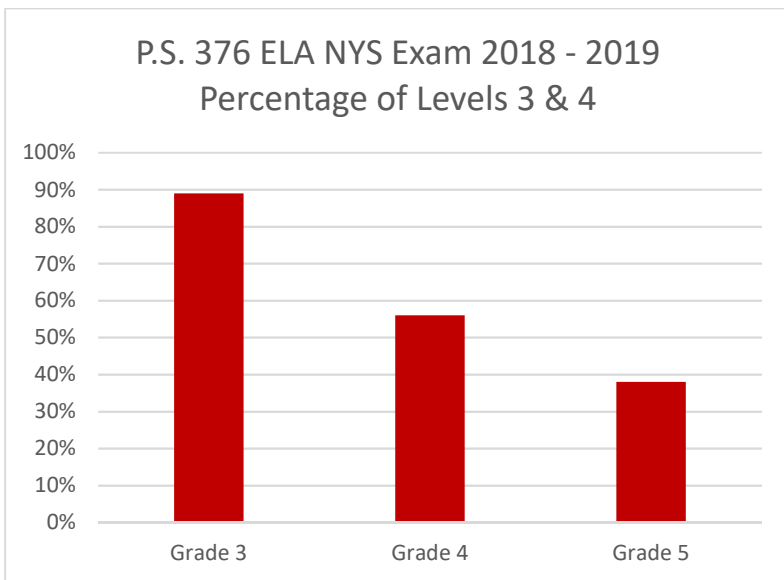
School Standardized Test Scores & Data Analysis

NYS Assessment Data 2018-2019 (Formative Data in Social Studies & Science)					
ELA	**Level 3 + 4**	**(Gain or loss percentage)**	**Math**	**Level 3 + 4**	**(Gain or loss percentage)**
Grade 3	**89%**	**+20%**	**Grade 3**	**89%**	**+22%**
Grade 4	**56%**	**-23%**	**Grade 4**	**68%**	**-1%**
Grade 5	**38%**	**-27%**	**Grade 5**	**49%**	**13%**

NYS Science Exam	**Level 3 + 4**	**(Gain or loss percentage)**
Grade 4	**82%**	**-4%**

P.S. 376 ELA NYS Exam 2018 - 2019 Percentage of Levels 3 & 4

P.S. 376 Math NYS Exam 2018 - 2019 Percentage of Levels 3 & 4

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Overall School Enrollment Information

Student Enrollment Total: 521

Student Demographics	Percentage
Asian	1.4%
Black	8.9%
Hispanic	89%
White	1.7%
Multi Lingual learned (MLL)	19.4%
Students with Disabilities (SWD)	15%

What are you doing differently to raise ELA and Math scores? (Summary)

For the past eight years, PS 376 has implemented a weekly progress monitoring system to continuously check our students progress in grades 2-5 on ELA & Math assessments. This school year, PS 376 modified their school-wide inquiry protocols to ensure that weekly inquiry meetings in vertical and grade teams have a positive impact on student achievement.

Administration has worked alongside grade four & five teacher teams to modify the literacy block and target specific ELA standards each week. Additionally, administration and grade four and five teachers have decided to focus on improving student writing when responding to text, specifically on Next Generation Standards 4W2, 5W2, 4W5 & 5W5. Therefore, teacher teams in both grades 4 & 5 have met to modify their writing curriculum maps to ensure students have more practice with these genres of writing.

Extra-Curricular Programs & Arts Offered to Students	Grade Level
Media Arts	K-5
Print Making Club	3-5
Dance	K-5
Broadway Club	3-5
Environmental Studies	K-5
Garden Club	3-5
STEAM	K-5
STEAM Club	3-5
Media Studies	K-5
Photography Club	4-5
Computer Science	K-5
Mouse Squad	3-5
Soccer Club	4-5

Department of Education (DOE) Programs Offered to Students

Urban Advantage (Grades 3-5 & their families): Improves students' knowledge of science and engineering practices through a collaboration between NYC science-rich cultural institutions & NYCDOE

Dancing Classrooms: Ballroom Dance for Grade 5
Gifted and Talented Grades K-5
Dual Language Grades K-2
NYC Teaching Fellow Academy

Community Partnerships (Community Based Organizations (CBO)	After-School Offerings
NYPCC: New York Psychotherapy	NY Edge: Afterschool Grades K-5
Asphalt Green Recess Enhancement Program	Brooklyn Arts Council (CASA): Puppetry & Stop Motion Animation
My Library NYC: Brooklyn Public Library	New York City Football Club: RoboSoccer
Urban Advantage	Rising Road Runner
Maker Partnership Program	Title I Academic Grade 3-5 Afterschool Program
Green Beetz	Title III MLL Grade 2-5 Afterschool Program
Watershed Agricultural Council (Green Connections Program)	Saturday Grade 3-5 Academy
Cornell University Nutrition and Wellness Program	
School Healthy Optometry Program	
First Lego League (Grade 3)	
NY State Assembly Woman: Maritza Davila	
Sam the Glazier: partnership with PS 376 Community Garden	
CEC President: Martha Bayona	

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What is your school offering to secure the DOE Priorities & Drivers?	
Instructional Leadership Framework (ILF) **Effective Leadership**	**Comprehensive School Support (CSS)** **BCO Support (CSI, ARTS, Literacy, ICT, MLL)**
Based on the Instructional Leadership Framework, Three Instructional Priority Areas are: ▪ **Strengthen Core Instruction** ▪ **Know Every Student Well** ▪ **Use Shared and Inclusive Curriculum**	
Priority #1: Strengthen Core Instruction & Advanced Literacies: In order to strengthen core instruction, in August 2019, the school's prep schedule was created to ensure common planning across vertical and grade teams, subgroup teams, and Peer Coaching Periods. Teachers daily program cards include a 150 minutes Literacy Block to incorporate the Advanced Literacy Hallmarks 1-4. During the literacy block students engage in a minimal of 20 hours (weekly) in reading rich texts, oral discussion, writing, and targeted vocabulary instruction. In addition, teacher teams meet weekly during Monday's professional development to analyze student work, and adjust lesson plans/units. Teachers collaborate on strategies to strengthen students' learning. **Priority #2: Know Every Student Well** In order to know every student well, the school has established a progress monitoring system. At the start of the school year a benchmark system is established which consists of the following: Baseline in September 2019, Interim December 2019 & March 2020, and the final assessment in May 2020. To further understand the strengths and needs of our students, teachers continuously assess student learning on a weekly/bi-weekly basis. Formative assessments consist of: weekly skill assessments, teacher conference notes, exit slips, and on demand writing.	SWDs: Opened an additional ICT Class: Continued work on Specially Designed Instruction MLL: Dual Language Class opened in second grade as the cohort progresses through the program Arts: Dancing Classrooms-Ballroom Dance Grade 5 CASA Afterschool: Puppetry & Stop Motion Animation

To address all students needs and allow opportunities for individualized support, we continue the work of the SDI Labsite in all ICT classrooms. This includes the use of Specially Designed Instruction aligned to IEP goals and Present Levels of Performance in instructional design.

Priority #3: Use Shared and Inclusive Curriculum

In order to use a shared and inclusive curriculum, we sustain a transdisciplinary approach where skills and content are designed, taught, reinforced within a content area, and across classrooms, and lead to the cyclical development of knowledge, competencies and skills. Across all classrooms, Project Based Learning allows students to use their cultural experiences to guide their own learning. Students develop 21st century skills through communication, collaboration, creativity, critical thinking, character education, and citizenship.

The school is culturally responsive by ensuring the students from a diverse background has access to high quality instruction. The ESL coordinator works alongside classroom teachers to provide resources that are related to students' cultural identity. For example, teachers provide newly arrived students materials and resources in the students' native languages. In addition, our dual language classrooms engage in a year-long Multi-Cultural Project Based Learning Unit.

Supportive Environment Framework (SEF) **Social Emotional Learning-** Bucket Filler	**Developing People (Building Collective Capacity)**
As part of a supportive environment we take part in supportive interactions which occur every day when teachers eagerly greet their students as they arrive to the classroom. Social/Emotional wellness begins with students having solid relationships with adults. Bucket filling: It promotes kindness and caring behaviors in classrooms. We encourage, remind, and recognize everyone's efforts to be bucket fillers at home, at school, and everywhere they go. Growth mindsets: are developed in the classroom by providing students with a range of different strategies that help improve the way they work and their ability to cope with pressure. Unity Day: Participants are encouraged to wear orange to show their support for bullying prevention. "Together against bullying. UNITED for kindness, acceptance and inclusion!"	To ensure ongoing professional learning and support, PS 376 will continue to design an effective professional development plan. The research that will support this work is *Instructional Rounds*, by Richard Elmore. Elmore (2002), we have identified the three domains that are grounded on effective teaching practices, the first domain is, "deep knowledge of subject matters and skills," the second domain is, "expertise in instructional practices," and the third domain is "pedagogical content knowledge". The school professional development team will include these three domains as the guiding instructional principles. These learning shifts will be differentiated by the "different levels of teacher expertise" in the school building. Furthermore, PS 376 will assess what "students need to know and be able to do" through our data articulation cycles. The overall arching goal is to apply the new knowledge and to transfer the skills into the classroom with the return of **building human capital.** These effective practices are critical elements, and we have a clear understanding of the importance of these domains to support our teachers. In order to support teacher development and learning, the time has been built into the instructional program to allow teachers the opportunity to engage in collaboration through Inquiry Teams and vertical planning sessions. Furthermore, to ensure that writing is a priority across all classrooms, teams of teachers work collaboratively to align the Writing units alongside the Writing Process to the Next Generation Standards. In addition, The ILF Committee and the Instructional Cabinet work to ensure instructional priority #1 aims to strengthen the day to day instructional practices.

E-STEM/E-STEAM
(Equity)

PS 376 hosts an annual Early Childhood Tech Expo (Grades K-2) February 2020 & the STEAM Expo (Grades K-5)

All students participate in E-STEAM as part of our school-wide instructional focus on project-based learning and the use of technology as an instructional tool and a tool to demonstrate student learning. Students complete several projects throughout the year, the best of which are showcased during our two annual expos. Although not all students present their projects, they all are active participants in the Expos as they learn from their peer's work and respond to each other's projects, providing feedback and observations of what was learned.

PS 376 will continue to have an Instructional Technology Committee for the 2019-2020 school year. This committee consists of teachers and administration who collaborate to plan the Early Childhood & STEAM Expos. Additionally, this committee supports staff members to provide ongoing professional development for teachers on the use of various technology applications.