



P.S. 151K School Leadership Team

763 Knickerbocker Avenue
Brooklyn NY 11207

SLT Meeting 25-26 SY

Wednesday, March 11 · 6:00 – 8:00pm

Video call link:

<https://meet.google.com/zbz-gews-iwz>

Or dial: (US) +1 585-484-1153 PIN: 494 641 644#





P.S. 151K Team Members

2025-2026

Parent Association President	Crystal Aponte
SLT Parent	Karla Rodriguez - Miletsky
SLT Parent	Neury Martinez
SLT Parent	Maria Perez
SLT Parent	Rosaira Quinones
Teacher UFT Chapter Leader	Susan Garcia
Teacher (Chairperson)	Maria Catanzariti
Teacher	Bertha Deleon
DC 37 School Delegate	Ana Serrano
CSA Principal	Marlin Nieves



September 19, 2025	☐ 19, Septiembre 2025
☐ October 8, 2025	☐ 8, Octubre 2025
☐ November 12, 2025	☐ 12, Noviembre 2025
☐ December 10, 2025	☐ 10, Diciembre 2025
☐ January 14, 2026	☐ 14, Enero 2026
☐ February 11, 2026	☐ 11, Febrero 2026
☐ March 11, 2026	☐ 11, Marzo 2026
☐ April 15, 2026	☐ 15, Abril 2026
☐ May 13, 2026	☐ 13, Mayo 2026
☐ June 10, 2026	☐ 10 Junio 2026

**PS 151K School Leadership Team
(SLT)**

Meeting Dates 2025-2026

School Year

*Equipo de liderazgo escolar de PS 151K
(SLT)*

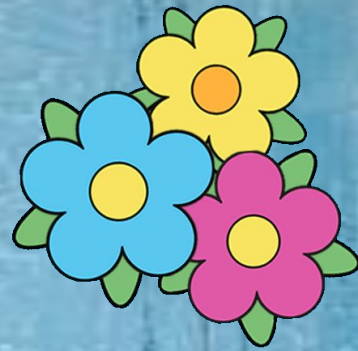
*Fechas de las reuniones del año
escolar 2025-2026*

Our meetings will be on the following
Wednesday, from 6:00 - 8:00 pm via
Google Meet video conferencing

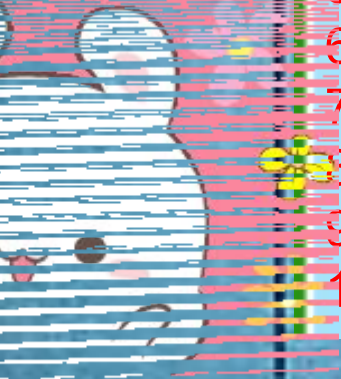
*Nuestras reuniones serán los
siguientes miércoles, de 6:00 a
8:00pm horas a través de
videoconferencia de Google Meet*

SPRING

word scramble



- 1 UBSDGYAL _____
- 2 BIBART _____
- 3 SASGR _____
- 4 GIPCRHNI _____
- 5 DESES _____
- 6 ZEREBE _____
- 7 NISUHESN _____
- 8 TELFRISEBTU _____
- 9 WONABIR _____
- 10 ADGERN _____





P.S. 151K's Values & Goals

2025-2026

Mission Statement:

At P. S. 151K, our mission is to analyze data to help us provide high-quality learning experiences that foster academic excellence, creativity, and social responsibility to our students.

Vision Statement:

The collaborative community of Lyndon Baines Johnson school, P. S. 151K is committed to empower students to become responsible and compassionate individuals who strive for academic excellence in a diverse inclusive environment.

Instructional Focus:

All students will effectively use text-based evidence to support claims, assertions, opinions, and arguments in reading, writing, and discussion, across all content areas, in all classes assessed by student created projects, presentations and performances.



P.S. 151K Our Engines

2025-2026



Educate:

Provide social, cultural and intellectual instruction and professional learning to increase student-led discussions.



Excel:

Encourage, establish and maintain an environment where students are driven to become proficient and strive to perfect critical thinking skills in all areas of study and promote discourse.



Empower:

Instill the confidence to communicate, create, advocate, collaborate and the ability to make decisions.

Goal:

To continue to strengthen student-led discourse in all content areas.



NYC DOE / NYC PS
[Vision & Mission](#)



We deliver rigorous academics and real-world learning experiences to ensure all students graduate with the knowledge, skills, and confidence to succeed in their careers and communities.



Department of
Education

NYC DOE / NYC PS

Vision & Mission



OUR DISTRICT 32 PRIORITIES



TEACHER TEAMS

Work collaboratively to raise student achievement.



ASSESSMENT PLANS

Utilize benchmark targets to ensure we know all students well to accelerate student learning outcomes.



PROGRESS MONITORING

Assess and monitor the impact of curriculum and instruction on student learning to drive targeted lesson planning on a frequent basis.



Ms. Marlin Nieves - Principal Report CEP



Actual%: 40%

- Not on Track

+25% Gain

Your Period 2 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: i-Ready Reading Diagnostic Assessment

Key Performance Indicator percentage of students achieving mid or above grade level and early on grade level

Baseline: 45%

Target: 52%

Ms. Marlin Nieves - Principal Report CEP



School leaders, instructional coaches, and teachers engaged in ongoing data-driven cycles of inquiry focused on identifying student needs and adjusting instruction accordingly. Weekly formative assessments, progress monitoring tools, and i-Ready and Acadience data were analyzed to determine next instructional steps and to provide targeted supports & Progress monitoring through MTSS, including SPIRE, Phonics for Reading, and the addition of Heggerty Bridge to Gap for students in grades K–2. Heggerty Bridge to Gap was implemented in three instructional doses, strengthening phonemic awareness and foundational literacy skills for early readers and supporting accelerated growth for students performing below grade level.

The Instructional Leadership Team (ILT) conducted monthly instructional rounds and collegial intervisitations, providing teachers with targeted, actionable feedback to improve literacy instruction. Feedback focused on alignment to the shared reading curriculum, effective use of academic vocabulary, and the incorporation of higher-order questioning (Depth of Knowledge levels 3 and 4) to increase student engagement and comprehension.

The data demonstrated significant growth in Reading proficiency, with the total number of students performing at or above grade level increasing from 16% at the beginning of the year (BOY) to 40% by the middle of the year (MOY). This progress was particularly notable in the early grades; Grade K saw an increase from 16% to 61% of students on grade level, while Grade 1 improved from 9% to 38%. Upper elementary grades also showed steady gains, with Grade 3 rising from 19% to 44% and Grade 4 increasing from 12% to 43% on grade level. Furthermore, the school successfully reduced the percentage of students at high risk (three or more grade levels below), which dropped from 17% at BOY to 10% by MOY. Specific domain growth was highlighted by a decrease in students placing "Below Grade Level" in Phonological Awareness from 32% to 11% and in High-Frequency Words from 31% to 13%, indicating strengthened foundational literacy skills.

Ms. Marlin Nieves - Principal Report CEP



Professional learning cycles were intentionally designed to build teacher capacity in lesson planning, instructional delivery, and differentiation. Instructional coaches and Consultants provided sustained professional development for teachers in grades K–2 on interpreting Acadience data and for teachers in grades K–5 on analyzing i-Ready data, enabling teachers to make timely instructional adjustments, create flexible groupings, and scaffold instruction for ELLs and Students With IEPs (SWIs).

School leaders leveraged the Advance observation and support system to conduct frequent classroom visits, offering actionable feedback connected to literacy lesson planning and preparation (1a, 1e) and instructional implementation (3c). Weekly Cabinet meetings included analysis of Advance observation trends, normed ratings, and follow-up supports provided to teachers, ensuring coherence between instructional expectations and classroom practice.

Multiple data sources were collected and analyzed to monitor progress and inform instructional decisions, including:

- i-Ready Reading Diagnostic Assessments
- Acadience Reading Screeners & Weekly Progress Monitoring
- NYS ELA assessment data
- Advance observation reports
- Teacher and staff professional development reflections
- Core curriculum unit and writing assessments

Ms. Marlin Nieves - Principal Report CEP



To accelerate progress toward End-of-Year goals, the school will intensify and refine instructional supports and continue cycles of learning. Teachers will receive targeted coaching and professional learning focused on consistent, skill-based differentiation, grounded in i-Ready and Acadience data. Instructional teams will engage in biweekly data cycles to monitor student progress, adjust groupings, and align interventions to identified needs.

- Supports for SWIEPs and ELLs will be strengthened through tighter alignment between core literacy instruction and intervention services, including increased emphasis on explicit phonics, language development, and comprehension strategies. The use of Heggerty Bridge to Gap (K–2) will be expanded and closely monitored to ensure fidelity and impact, with adjustments to dosage as needed.
- To address staffing transitions, instructional leaders, coaches, consultants will provide support for new and transitioning teachers, including model lessons, planning support, and feedback aligned to literacy priorities. Clear expectations for curriculum implementation and assessment use will be reinforced.
- To mitigate the impact of student mobility and unfinished learning, the school will implement entry diagnostics, targeted onboarding supports, and stamina-building instructional routines. Progress monitoring will be used to identify students at risk of regression, and timely interventions will be provided to close learning gaps and sustain engagement through the remainder of the school year.

Ms. Marlin Nieves - Principal Report CEP



Actual%: 95%

- On Track

Your Period 2 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: school-created teacher survey

Key Performance Indicator percent of favorable teacher survey responses (none of the time or rarely) to prompt, related to Preventing Bullying, "At this school, students harass, bully, or intimidate other students,"

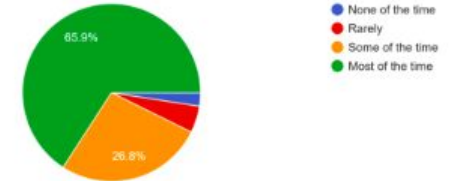
Baseline: 82%

Target: 88%

BOY Fall 2025 PBIS Staff Implementation Survey

5. To what extent have you observed a decrease in student harassment, bullying, or intimidation behaviors at our school?

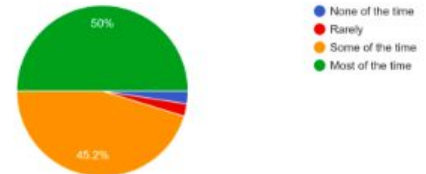
41 responses



MOY Winter 2026 PBIS Staff Implementation Survey

5. To what extent have you observed a decrease in student harassment, bullying, or intimidation behaviors at our school?

42 responses



Ms. Marlin Nieves - Principal Report CEP



Between December 2025-February 2026, Monthly School Leadership Meeting to share, review and reflect on the implementation of Priority 2. SLT and Instructional Leadership Team (once a week) collaborates to reflect on school created teacher and student survey results identifying its successes, challenges and next steps to monitor progress.

Monthly Safety Meetings. Notified the school and families of the emergency drills at least one week in advance. The dates are on class dojo and our website family calendar. Safety Committee periodically reviewed OORS data at least 3 times during the year, considering number and level of incidents and infractions; potential disproportionality of occurrences based on gender and race; time of incidents/locations of incidents. Data-driven decisions were made to address the implications of the data.

Teachers infused the Respect for All curriculum into daily instruction, demonstrating stronger mastery of routines and conducting effective student priming to deepen understanding of expectations and lesson objectives. Implementation of the SEL Studio curriculum has been strengthened through consistent practice and integration into classroom instruction.

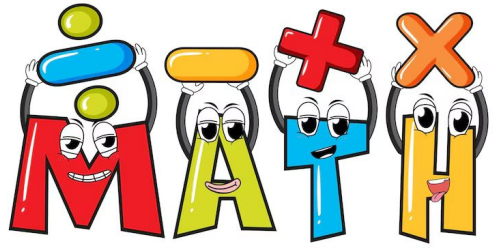
Students' advocacy, voice, and feelings of safety in school have been expressed through Student MOY surveys, reflecting increased awareness of respect, inclusion, and social-emotional learning across the school community.

Parent and Student Respect for All Week school wide assemblies were conducted in February 2026, along with parent workshops to support the initiative. Weekly parent notification of Student of the Week was shared on ClassDojo. Student and staff interviews and surveys were conducted to elicit students' perceptions, ideas, and feelings about SEL initiatives at the school, as well as their sense of safety and personal mental and emotional well-being.

School leaders leveraged the Advance system of observations and professional learning support, with particular attention to components 2a and 2d.

School Leadership Team and other school teams collaborated on the CEP Priority 2 action plan implementation and outcomes to determine successes, challenges, and next steps.

Ms. Marlin Nieves - Principal Report CEP



Actual%: 30%

- Not on Track

+20% Gain

Your Period 2 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: i-Ready Math Diagnostic Assessment

Key Performance Indicator percent of all students scoring mid or above or early on grade level (proficient).

Baseline: 49%

Target: 56%

Ms. Marlin Nieves - Principal Report CEP



Between December 2025-February 2026,

Monthly ILT (Instructional Leadership Team) meetings focused on reviewing and updating the status of CEP Action Plan activities aligned to Priority 3. During these meetings, the team discussed key successes, identified challenges, and determined next steps to ensure continued progress.

The instructional coach provided sustained professional development to support teachers' instructional practices. In the early grades (K–2), teachers received targeted support on interpreting Math Acadience data. In grades K–5, professional learning focused on analyzing i-Ready Math data and using the findings to make intentional instructional adjustments within the classroom.

Weekly Teacher Team meetings centered on structured cycles of examining student work, engaging in data inquiry, and strengthening collaborative pedagogical practices. Teachers engaged in self-reflection and made revisions to lesson planning and classroom instruction based on student performance trends.

As a result of these efforts, I-Ready Math data shows measurable growth across grades K–5. The percentage of students performing Mid Grade Level and Above increased from 12% at the Beginning of Year (BOY) to 31% at MOY. Additionally, the percentage of students performing Two to Three Grade Levels Below decreased from 38% to 21%.

Ms. Marlin Nieves - Principal Report CEP



According to the i-Ready Math data, Kindergarten demonstrated the most significant growth. At the Beginning of Year (BOY), 12% of students were performing Mid or Above Grade Level. By Middle of Year (MOY), this increased to 41% Mid and Above Grade Level. Additionally, the percentage of students performing One Grade Level Below decreased from 88% at BOY to 59% at MOY, reflecting strong early-grade growth.

Fourth grade also showed notable improvement. The percentage of students performing Mid and Above Grade Level increased from 13% at BOY to 46% at MOY. Furthermore, students performing One Grade Level Below decreased from 43% at BOY to 28% at MOY.

These results indicate substantial progress in both early elementary and upper elementary grades, particularly in moving students closer to or at grade-level expectations.

Domain-specific data also reflects progress. In the Number and Operations domain, students performing Mid Grade Level and Above increased from 16% to 27%. In Algebra and Algebraic Thinking, the percentage of students performing Mid Grade Level and Above increased by 19%.

Professional development cycles were designed and implemented to strengthen teachers' capacity in effective math planning and classroom instruction. These cycles focused on deepening teachers' use of academic vocabulary, strengthening problem-solving instruction, and aligning lesson preparation to rigorous grade-level standards.

Monthly School Leadership Team (SLT) meetings followed the NYC DOE recommended calendar and included structured progress monitoring of the school's CEP Priority 3 goals. During these meetings, members engaged in a shared analysis of implementation benchmarks, student achievement data, and overall progress toward math improvement targets.

Ms. Marlin Nieves - Principal Report CEP



In addition, school leaders and the Instructional Leadership Team conducted monthly classroom visits through instructional rounds and collegial intervisitations. These visits were designed to build collective efficacy and provide targeted, actionable feedback to strengthen math instruction across grade levels.

Supervisory meetings focused on monitoring the status of Advance Teacher MOTP ratings, reviewing observation feedback, and identifying individualized supports and next steps. School leaders leveraged the Advance observation system to conduct classroom visits and provide actionable feedback aligned to:

- **Component 1a:** Demonstrating knowledge of content and pedagogy
- **Component 1e:** Designing coherent instruction
- **Component 3c:** Engaging students in learning

Feedback emphasized strengthening math lesson planning and implementation, with a focus on differentiation, appropriate scaffolds and manipulatives, and intentional grouping to support English Language Learners (ELLs) and Students with Disabilities (SWDs).

Ms. Marlin Nieves - Principal Report CEP



A primary challenge was the significant number of students entering the school year performing below grade level. Many students demonstrated foundational skill gaps in number sense, computation fluency, and problem-solving, which required intensive remediation before accessing grade-level content. This impacted the rate at which students could progress to Mid or Above Grade Level by MOY.

Student attendance and inconsistent participation also affected intervention continuity. Students who were frequently absent or who required additional time to re-engage with routines missed targeted small-group instruction and intervention cycles aligned to i-Ready and Acadience skill deficits.

In the early grades (K–2), some students struggled with early numeracy readiness skills measured by Acadience Math, including quantity discrimination and computation fluency. These gaps required sustained intervention beyond the initial projected timeline for growth.

An additional challenge impacting MOY i-Ready results was that students were assessed on standards that had not yet been taught in their classrooms. Although i-Ready is an adaptive assessment, some students encountered grade-level content that had not yet been introduced through instruction.

Ms. Marlin Nieves - Principal Report CEP



In several instances, students in earlier grades were presented with multiplication and division problems before formal instruction had occurred. This led to confusion and frustration, which may have impacted student confidence, stamina, and overall performance on the assessment.

As a result, some students may not have demonstrated their full instructional potential, particularly in domains where exposure to the content was limited prior to the assessment window.

Additionally, teachers continued developing proficiency in analyzing diagnostic domain-level data and translating those findings into precise instructional adjustments. While professional development and coaching were provided, ensuring consistent implementation of differentiated instruction, appropriate scaffolds, and effective use of manipulatives across classrooms required ongoing support and calibration.

Despite these barriers, the school demonstrated measurable progress at MOY and will continue refining intervention structures, strengthening Tier 1 instruction, and increasing targeted supports to accelerate student growth by EOY.

Ms. Marlin Nieves - Principal Report CEP



Actual%: 78%

Not on Track

+13% Gain

Your Period 2 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: Advance

Key Performance Indicator percent of teachers who receive at least 1 MOTP rating of Effective/Highly Effective in component 3c

Baseline: 89%

Target: 92%

Ms. Marlin Nieves - Principal Report CEP



- School leaders participated in teacher team meetings and provided actionable feedback and resources to support the development of CCCR units of study.
- Teacher Professional Development reflection forms were collected and results were used to influence next Professional Development.
- Professional development workshops are conducted on a monthly basis to support teachers in providing appropriate CCCR-related strategies within the classroom learning environment, on a daily basis.
- Weekly Supervisory Instructional Leadership team meetings and SLT meetings are updated on Advance observations, with discussion of normed ratings, feedback, and support provided to teachers.
- Three week support cycles for those teachers that may need additional side by side support with our coaches.
- Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to Priority 4 CCCR initiatives. The school administered student interest surveys at least 2 times per year and results were analyzed and shared with stakeholders to determine possible CCCR-focused enrichment clubs (for lunch time, after-school, during the day), based on the student interest surveys.
- School leaders leveraged the Advance system to evaluate teachers' pedagogical performance in component 3c: Engaging Students in Learning. Advance observation reports; teacher and staff PD surveys/questionnaires/reflections; Individualized student NYS Career Plans; school-created NYS Career Plan Tracker reports; school-created CCCR Initiatives/Activities/Events Tracker.
- Data-driven discussion protocols memorialize progress monitoring results.

Ms. Marlin Nieves - Principal Report CEP



Advance observation reports reflect inconsistency across the school in teachers' capacity to plan and implement daily lessons with strengthening student discourse. While daily lesson planning now reflects an increase in student discourse, our next step is to strengthen the use of discussion tools that move students toward deeper inquiry. We also recognize that staff are at different points in mastering differentiated supports for our ELL and SWIEP learners. Consequently, we are intensifying our monitoring of CEP action steps to provide more targeted oversight and support.

Ms. Marlin Nieves - Principal Report CEP



Your Period 2 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: school-created parent/family survey

Key Performance Indicator percent of favorable parent/family survey responses to prompt #1, related to Strong Relationships, "I feel good about the way that my child's teachers helped my child adjust to their program. [Birth-5]."

Baseline: 90%

Target: 93%

Actual%: 98%

On Track

Ms. Marlin Nieves - Principal Report CEP



At 32k151 we have collected and analyzed MOY data from parents using the In-house Parent Survey using Google Forms that mimic the NYC School Survey questions for "Strong Relationship" at least 3 times during the year.

At 32k151 monthly calendars of planned events have been developed and shared with the school community on Clasdojo, school website and School's application family calendar of events.

At 32k151 in the office we have a suggestion box for parents to input any suggestions they may have on areas we can grow in.

At 32k151 we have offered a range of incentives to increase parent participation and attendance at school-wide meetings and events. At 32k151 we will leverage an assets-based approach through the school's effective messaging apps, website, newsletter, social media platforms to advertise meetings and events, with advance notification and timely reminders.

At 32k151 SLT members, Instructional cabinet team and other stakeholders have reflected and evaluated the effectiveness of the CEP action plan activities related to redesigning the system to be more inclusive and responsive to families and incorporate feedback and input and plan revisions, as deemed necessary by consensus of constituents.

Ms. Marlin Nieves - Principal Report CEP



Actual%: 94%

On Track

Your Period 2 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: New Visions Portal

Key Performance Indicator percent of all students in grades K-5 with Year to Date Attendance of 90.1% or higher

Baseline: 85%

Target: 87%

Ms. Marlin Nieves - Principal Report CEP



In the beginning of the 2025-2026 school year parents and students received an orientation focusing on the importance of attendance and its impact on student success, with particular attention addressing the importance of attendance in the early childhood grades (PreK-1).

The designated staff of the Attendance Committee, consisting of the parent coordinator, social worker, school counselor, pupil secretary, teachers, STH coordinator, and attendance teacher review the Portal by New Visions, and ATS RISA reports weekly to identify students who have been chronically absent and/or late. To encourage attendance improvement, communication is made to the parents of students experiencing a downward trend in attendance. Outreach is made to these parents and are invited to an attendance conference to discuss rates of chronic absenteeism/lateness and interventions to improve attendance.

The Attendance Committee has worked with outside agencies to help engage and support families with barriers that are beyond the school's capacity. Through ClassDojo teachers stay connected and communicate with the parents of students who are not attending. Staff members check in daily with students and encourage regular school attendance.

The Attendance Committee reviews the Portal by New Visions and monthly ATS RPAC/RPAL reports to identify students with 100% attendance and those students who have shown the most improvement in their attendance rate and reward them with party and trip incentives.

Ms. Marlin Nieves - Principal Report CEP



Your Period 3 Targets

These were the targets you supplied for this period in your 2025-26 CEP document

Source: 2025-26 CEP

Measurement Tool: Monthly Special Education Compliance Report (SEIS)

Key Performance Indicator Percentage of IEPs reporting progress towards annual goals in SEIS

Baseline: 93.8%

Target: 97%

Actual %= 75.6%
Not ON Track

Growth: + 44.6%

Ms. Marlin Nieves - Principal Report CEP



Key Strategies that positively impacted to achieve the desired results:

- Teachers were given time to effectively enter progress monitoring and track student progress in SESIS for all the goals.
- New teachers received support from coaches and received training during the special education vertical meetings on progress monitoring tools in SESIS as there was inconsistent data entry.
- Stakeholders such as Speech, Occupational therapist, physical therapist, and Guidance counselor may not be fully informed about the timeline to conduct the progress monitoring in SESIS.
- Given the timing of annual reviews, many IEPs might have only two progress monitoring completed by the second report card distribution. However, moving forward, we will ensure that all required progress monitoring is completed , typically three, prior to the IEP review date.

Ms. Marlin Nieves - Principal Report CEP

To Support continuous improvement, we will take the following steps:

1. We will continue to monitor the CEP action steps for this priority with greater frequency.
2. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need.
3. No adjustments to the CEP action plan are needed at this time.
4. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year.
5. Teachers will be provided time closer to the end of each marking period to conduct progress monitoring in SESIS during monthly special education vertical teacher team meeting.
6. Implement regular check-ins and progress monitoring to ensure fidelity of implementation.
7. Enhancing communication with stakeholders to ensure everyone is informed and aligned with the SMART goal.

Ms. Marlin Nieves - Principal Report CEP



Actual %= 75%
Not on Track

+44% Gain

Teachers were given time to effectively enter progress monitoring and track student progress in SESIS for all the goals.

New teachers received support from coaches and received training during the special education vertical meetings on progress monitoring tools in SESIS as there was inconsistent data entry.

Stakeholders such as Speech, Occupational therapist, physical therapist, and Guidance counselor may not be fully informed about the timeline to conduct the progress monitoring in SESIS.

Given the timing of annual reviews, many IEPs might have only two progress monitoring completed by the second report card distribution. However, moving forward, we will ensure that all required progress monitoring is completed , typically three, prior to the IEP review date.

Ms. Marlin Nieves - Principal Report CEP



Teachers need time during the school hours to conduct the progress monitoring in SESIS.

New teachers were reminded to conduct the progress monitoring for all the goals instead of one or two goals.

Students enrolled mid year have inconsistent or missing progress monitoring on IEP goals in SESIS. New Teachers need the professional development to learn best practices when conducting the progress monitoring in SESIS.

Ms. Susana Garcia - UFT Report



Brooklyn Parent Summit

March 26, 2026
6:00 PM-8:00 PM ET

UFT Brooklyn borough office
335 Adams St., 25th floor
Brooklyn, NY 11201

Educate
Organize
Activate!



Register [here](#) for the next workshop in UFT Brooklyn's Know Your Rights series for parents and caregivers. This session will focus on school safety, parent and student rights, shared responsibilities and ongoing efforts to ensure our schools remain safe, supportive and inclusive environments for all students and families.

Refreshments will be served.



Ms. Crystal Aponte- Parent Association Report



17

Mar

TUESDAY · SCHOOL EVENT

PBIS St. Patrick's Day Celebration - Wear Green Day/ Celebración PBIS del Día de San Patricio: día para vestirse de verde

All day



17

Mar

TUESDAY · SCHOOL EVENT

Dual Language and TESOL Parent Math Workshop - Taller de Matemáticas para Padres del Programa de Dual y TESOL
6:00 PM - 7:00 PM

19

Mar

THURSDAY · SCHOOL EVENT

No afterschool/No programa despues de la escuela

All day

19

Mar

THURSDAY · SCHOOL EVENT

Neurodiversity Celebration- Wear Red / Celebración de la Neurodiversidad - Vístete de rojo

9:30 AM - 10:20 AM



20

Mar

FRIDAY · SCHOOL EVENT

Eid al-Fitr, schools closed/escuelas cerradas

All day

23

Mar

MONDAY · SCHOOL EVENT

Junior Achievement Financial Literacy for Grades 3-5/ Educación financiera de Junior Achievement para alumnos de 3.º a 5.º grado

All day

24

Mar

TUESDAY · SCHOOL EVENT

Spring Photos/Fotos de Primavera

All day



24

Mar

TUESDAY · SCHOOL EVENT

Family Science Night - Virtual / Noche de Ciencia de Familia - Virtual

6:00 PM - 7:00 PM



25

Mar

WEDNESDAY · SCHOOL EVENT

Trip to the Aquarium for Grades 3-5/ Excursión al acuario para los grados 3-5

All day



26

Mar

THURSDAY · SCHOOL EVENT

Trip to the Aquarium for Grades K-2/ Excursión al acuario para los grados K-2

All day

27

Mar

FRIDAY · SCHOOL EVENT

STEAM FAIR/ FERIA STEAM

All day



31

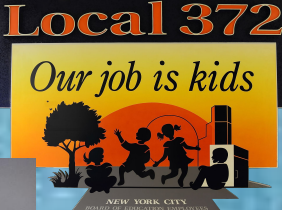
Mar

TUESDAY · SCHOOL EVENT

Honor Roll Assemblies/ Asambleas de Premios de Honor

All day

Ms. Ana Serrano - DC 37 Report



PBIS School Store

RESTOCK ALERT!!!



Questions & Concerns



Upcoming Meeting Date

Our next SLT meeting for the

2025-2026 school year is

April 15, 2026

Via Google Meet

[NYCDOE SLT resources](#) & [Chancellor's regulation](#)

