

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name The School for Future Leaders
(As it should appear in the official records)

School Mailing Address 942 62nd Street
(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11219-5128

County Kings

Telephone (718) 491-7670 Fax (718) 765-4635

Web site/URL https://www.schools.nyc.gov/schools/K310 E-mail yhong@schools.nyc.gov

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. David Pretto E-mail dpretto@schools.nyc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New York City Geographic District #20 Tel. (718) 759-4900

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Ye Hong Lian
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 28 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 40 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	68	39	107
1	49	54	103
2	34	44	78
3	32	44	76
4	34	24	58
5	36	27	63
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	253	232	485

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 85.2 % Asian
 - 0 % Black or African American
 - 10.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 2%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2019	433
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Albanian, Arabic, Chinese Mandarin, Chinese Cantonese, Korean, Spanish, Tadjik (AKA Tajik), Urdu.

English Language Learners (ELL) in the school: 54 %
261 Total number ELL

7. Students eligible for free/reduced-priced meals: 94 %

Total number students who qualify: 454

8. Students receiving special education services: 14 %
66 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>52</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	99%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
 Yes No

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

15. In a couple of sentences, provide the school’s mission or vision statement.

PS 310 believes that ALL students can be effective leaders and independent thinkers. We encourage collaboration and embrace diversity to create a positive, safe, and respectful learning environment.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

In September and again in November of the 2020-2021 school year, 8% of the total number of 489 students selected to be in the hybrid model, while 92% of the students selected to be in remote learning as indicated in surveys that were conducted by the New York City Department of Education. Starting from January 4, 2021, the school offered the hybrid group of students the opportunity to come in person five days a week. This approach has provided students who were in the hybrid model with consistency of routines of learning and families with support.

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

PART III - SUMMARY

Public School 310 - The School for Future Leaders is known as an exceptional, high-performing school in New York City and New York State. Our school is listed as a New York State recognition school for demonstrating high-academic achievement during the 2017-2018, 2018-2019, and 2019-2020 school years. Some other accomplishments achieved by our school community also includes receiving international recognition when we were awarded lighthouse school status and an Exemplar School of Academic Excellence in the Leaders in Me program, just to name a few.

The school, situated in the Sunset Park section of Brooklyn, New York, was established in September 2010 in answer to the wave of immigration to New York City. The school fills a five-story modern building on the corner of a busy commercial avenue. We serve a diverse group of learners that are comprised of mostly immigrant families with extremely low socio-economic status. It is not uncommon to find satellite youngsters who were born in the US, raised in their parents' native countries for a few years by relatives and shipped back to the US at the age of five. Soon after they were returned to their parents in New York, were enrolled in a school and then left with babysitters or relatives while their parents returned to work in restaurants in various states. These immigrant children face not only language barriers and cultural shocks, but also the lack of social-emotional support and behavioral guidance.

Understanding the needs of our students, P.S. 310 strives to embrace the students with love, enthusiasm, and tiered supports. As you step into the building, you cannot miss the warm, welcoming, and nurturing atmosphere that exists in every corner of the school. Staff members care for and know each student. Every morning students and parents are greeted at the entrance by a team that consists of an administrator, a safety agent, the Parent Coordinator, and two student greeting leaders. During breakfast and lunch time students from the upper grades serve as big siblings for the kindergarten students. They teach them basic life skills such as how to tie their shoes, open milk cartons, line up for food distribution and how to clean up after themselves. They also engage them in conversations and read books to those who finish lunch early. All students are given an opportunity to apply for leadership positions that include assembly leaders, pledge leaders, lesson starter leaders, summarizing leaders, material managing leaders, etc. Our student government, which is elected by their peers, meet regularly to bring student voices to the school administrative team, brainstorm and bring solutions to address various challenges in the building, improve life of the community and help build a collaborative and harmonious learning environment for all. The guidance counselor sets up different peer mediation and interest groups that allow students to meet and talk about their feelings and concerns and the various challenges which they may face at home. Each adult in the building has a group of students that they check on regularly and the grade level team meets once a week to articulate the students' needs and concerns. Emerging issues are brought up to the school support team which consists of the Principal, Assistant Principals, Psychologist, Guidance Counselor, Physical Therapist and Speech Therapist.

Family and school connection is another strength at P.S. 310 - The School for Future Leaders. Parents are integral partners of our school community. They are connected in different chat groups, and social media platforms, and they actively participate in our school events such as the Multicultural Show, Talent Show, publishing parties, Family Art Nights, etc. Our parent-teacher conferences are attended by 99% of our parents, 50% of them attend our monthly workshops, which we provide based on parent survey results, and 80% of them support and attend our school-wide events. During the pandemic, the social-emotional support was placed in the forefront of our school community. Social-emotional activities, mindfulness practices, and the check-in buddy system have been implemented during the students' instructional and lunch times, in parent workshops, and in our faculty meetings and professional development sessions. In addition to the strong social-emotional support that the school provides to students, the school has a reputation of being a unique and exceptional model of a successful public school that offers rigorous and culturally and linguistically responsive curriculum, holds high academic standards and expectations for all students, including the English Language Learners and Students with Disabilities, and implements innovative programs and instructional models.

Since the founding of P.S. 310 – The School for Future Leaders, a departmental-instructional model has

been implemented from kindergarten through grade 5. In New York City, the unique instructional model fosters the teacher's expertise and proficiency in the subject areas that he/she has a passion to teach, which in return allows them to provide high quality and rigorous instruction to the students they serve. We are also a school which offers students with opportunities to select a foreign language, either Spanish or Chinese, to study during their entire elementary school experience. Students are immersed in thematic units of studies in foreign languages that incorporate social studies, science, math, and language arts during four periods a week. The goal is for students to become multilingual and multicultural competent individuals who are equipped for the global society that they will enter.

In addition to our regular curriculum, students at P.S. 310 are offered a wide range of enrichment opportunities. Some of the classes are robotics, 3D Printing, theater, visual art, music, dance, photography, fashion design, etc. They are offered during the after school hours as their extracurricular. The wide range of rich, hands-on, student-centered educational experiences focus on promoting each student's intellectual, social-emotional, physical, and creative development through high-quality instructions that enhance communication, collaboration, critical-thinking and problem-solving skills. Each year students of all grades were engaged in project-based learning (PBL). They turned their classrooms into the neighborhood in which they live by providing guided tours in various languages. The exhibits/experiences consisted of an art museum they established, a bridge museum displaying the various bridges that they built after studying the bridges around the world, selling audience intrigued traveling packages that they put up together, presenting a colony they established, and giving soapbox speeches to debate on social issues, such as equality, justice, bias and prejudice.

As part of developing academic success and effective habits of growth, mindset and behaviors, staff and students set up personal and academic goals. These personal level goals, class goals, grade level goals and school wide goals are coherent and align with our district's goals. Through goal setting, tracking, and implementation of strategies to reach these goals, students become skillful in setting smart goals and strive to reach them strategically. As a result of the clear expectations and the goal-oriented practices, our students maximize their potential and capacity, being able to conduct student-led parent teacher conferences to articulate their progress and plan of action. Every year our students demonstrated a 7-9% steady growth in reaching the core standards in the New York State ELA and Math tests. In 2018-2019, 89% of our 3rd, 4th and 5th grade students achieved level 3 and 4 in Math and 68% of the students achieved level 3 and 4 in ELA.

Last year, prior to the school shut down due to the pandemic, our school community was extremely proactive in getting the school ready for remote learning. In the beginning months of 2020, as we began to see the COVID-19 health crisis in China unfold, P.S. 310 decided to take a proactive approach in establishing health and safety protocols. Some of the measures included: hand sanitizing stations, wearing masks to stop the spread of viral infections, and more frequent cleaning of the common areas such as the cafeteria and bathrooms.

In the beginning of March 2020, we began to train teachers and students on how to understand and use the different features of Zoom. It was important to familiarize the students, staff, and parents with various instructional technology platforms in preparation for possible school closures. When schools were shut down in the middle of March 2020, our school was ready to switch completely from in-person to remote. Synchronous instruction has been provided to students since day one of the school shut down on March 20, 2020. Throughout the pandemic, frequent technology support workshops and tiered support was provided by the technology action team members, in collaboration with the technology administrator our student attendance rate for synchronous learning was 96% in 2020 while the city average rate was at around 50% at the time. Because of our proactiveness in training our students, staff, and parents; ensuring that all students had access to technology, our current attendance rate has maintained at 98.4% high. Being proactive, establishing a tight structure of support, our team's spirit of collaboration, and the passion and commitment of our dedicated staff during the pandemic have effectively minimized our students' learning loss, further strengthened the culture of trust, responsibility, and resilience, and have won the respect and admiration of our community.

excellence, collaboration, passion, and commitment. It is a uniquely high performing school that believes that all children can succeed and be productive citizens and leaders in our life and the society that we live.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

PS 310 believes that ALL students can be effective leaders and independent thinkers. We offer a unique education that is multilingual, multicultural, and STEAM focused. We encourage collaboration and embrace diversity to create a positive, safe, and respectful learning environment. We are committed to working with all stakeholders to develop the whole child while maintaining rigorous and stimulating academic standards. Our Comprehensive Education Plan continues to focus on proficiency in math and ELA.

Reading & Writing

Into Reading is the curriculum we have chosen to foster the love of reading and build proficient literacy skills in our students from Kindergarten through fifth grade. We believe in building the foundation of reading through the five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. In utilizing the workshop model, students learn specific skills and strategies through authentic, ethnically diverse literature with a variety of text organizations and genres from biographies to traditional tales and folklore. Each unit within the reading curriculum has a targeted set of vocabulary words to support the vocabulary development of the students. Vocabulary acquisition instructional routines are embedded in the curriculum that support the language of all students but are specifically supportive of our ELLS. Leveled texts are used to provide tier 2 (instructional) support provided beyond whole group instruction) instruction to students through small group strategy and guided reading groups. The Into Reading curriculum comes with a digital platform in which students and teachers can access all assessments, anchor charts and texts digitally. The digital components of the program made the transition to remote instruction seamless. As read alouds, shared reading and guided reading instruction were conducted via Zoom using the digital resources.

Fountas & Pinnell Benchmark System (3rd edition) is used to measure the students' literacy proficiency levels. The benchmark system is administered to students three times per year. The data results are used to create flexible small groups. To monitor the progress of students, leveled texts with running records within the Into Reading program are used to measure the students' progress to meeting their reading goals for the next benchmark. As we made adjustments to remote instruction, we also modified our assessment procedures and materials. We currently assess all students in grades Kindergarten through grade 5 using the iReady diagnostic test given three times per year. For students who are falling far below grade level standards in grades Kindergarten to second grade, students complete an additional assessment using a digital version of the Fountas and Pinnell Assessment System to determine the specific foundational skills in which students need additional support.

An important component of the Into Reading program is its alignment with our core beliefs that students learn best when they build networks of knowledge. Students build their schema through continuous exposure to new ideas and concepts. This is critical to success in the comprehension of texts. Each module within Into Reading builds these knowledge networks and supports students' ability to obtain deep topic knowledge on themes such as “Being a Good Citizen” and “What Makes Us Who We Are?” In addition, Into Reading supports our belief in developing leaders who have a growth mindset. Students with growth mindsets are persistent and determined. Throughout each module, a learning mindset is embedded and weaved throughout the literacy instruction.

The writing curriculum is aligned with reading. The students use texts, read during the reading block, as mentor texts to support their writing development. During the writing workshop, students go through the writing process from brainstorming to publishing their ideas. Students establish writing goals for the unit and as they write consider the task, audience, and purpose for their writing. Writing instruction is scaffolded to support our ELLs and students with special needs through the use of think alouds, cooperative learning and task analysis. Grammar lessons are embedded into the writing instruction through the revision and editing stages of the writing process. We firmly believe that grammar is taught more effectively within the context of writing. Writing conferences are used to provide the students with clear, actionable feedback on their writing. Various assessment types are used to support the students' writing development. These include

pre and post tests, informal conferences and module assessments. Students engage in the process of peer and self assessments using rubrics.

Mathematics

The enVision Math program was adopted during the 2019-2020 school year. The curriculum is aligned with the New York State Next Generation Learning Standards for Mathematics. We believe that our young mathematicians should engage in problem solving to deepen their conceptual understanding of mathematical themes. The Solve and Share portion of our math instruction provides our students with the opportunity to engage in problem-based learning. During Solve and Shares, mathematical discourse is fostered as students describe their thinking and share solutions to the problem. Solve and Shares provide a bridge that connects prior learning to new learning. In other words, there is a connection between students' prior knowledge from previous grades and lessons to the current day's instructional focus.

In addition to problem-based learning, enVision Math emphasizes the importance of visual learning. Visual illustrations are presented in every lesson to deepen mathematical understanding through Visual Learning Bridges. Visual Learning Bridges bring math to life by teaching concrete and abstract mathematical concepts in fun ways through digital animations.

Quick Checks are formative assessments used to differentiate activities for the students and develop small instructional math groups. As teachers work with small groups, students are invited to engage in differentiated activities based on their proficiency levels such as math games, additional practice workbook activities, problem solving activities and enVision Math STEM activities. In addition to Quick Checks, teachers use topic assessments to plan and modify lessons.

Similar to Into Reading, enVision math offers a digital platform in which students and teachers can use technology to access program materials through SAAVAS Realize. Additionally, teachers can manage assessments and assessment data through this platform. These digital resources are easily integrated into Google Classroom and the Zoom platform for remote and blended instruction.

Social Studies and Civics

Our goal is to develop independent thinkers who are prepared to embrace their role as global citizens. Passport to Social Studies is a curriculum that develops the students' social studies skills, practices, and historical understanding. Students learn to think like historians by thinking critically, asking questions, and gathering evidence. Each unit of study incorporates the use of primary and secondary sources. Students are assessed through the use of projects that evaluate their content knowledge and creativity (rubrics are used). This practice has not changed in spite of being thrust into remote teaching and learning due to the pandemic. Students now use Google Apps like Google Slides and Google Docs to collaborate and share resources. The Zoom platform's breakout room options provide an option for students to meet with their teams and provide each other with feedback on their contributions to projects. Projects are submitted digitally via Class Dojo (Kindergarten & 1st grade) and Google Classroom (2nd-5th grade).

In an effort to ensure that our students become informed voters and active future citizens, civics education is an essential component of the social studies curriculum. Civics for All teaches students about the democratic process and builds the foundation for understanding the American government. Each month, all subject areas incorporate one civics strand into the lessons. For example, during the months of March and April, all teachers discuss how students can engage in social actions to address school, community and global concerns. Through civics education students learn about the power of their voice and how it can be used to encourage and uplift. Students choose their own social issues they would like to address. Speeches are often used as a tool for students to share their voice. Previous speeches that have been presented are the best ways to remain healthy or how and why citizens should support those who are less fortunate. Rubrics developed by our teachers are used to assess the students' content knowledge and language skills.

Science

The Amplify Science curriculum is designed to support students' ability to think, read, and write like scientists and engineers. Our students have the opportunity to conduct experiments and investigations to test hypotheses and explore varying science phenomena. During the pandemic, the school provided the students with an at home science kit list so they could conduct the experiments at home with the teacher via Zoom. The literacy rich activities and the variety of texts incorporated within the Amplify science curriculum is in alignment with the school's mission to support the students' proficiency growth in ELA. In addition, Amplify's Do, Talk, Read, Write, Visualize instructional approach aligns with our school's practice of inquiry-based learning. Students' understanding of the content is measured through unit assessments and embedded formal assessments. Kindergarten and 1st grade learners are assessed orally while second to fifth grade learners take written tests. All assessments are conducted digitally as the school uses the blended learning approach. Instructional technology plays a big role in supporting our diverse population of learners by providing them with alternative ways to access and demonstrate understanding of the content. Amplify's interactive digital tools, student eBooks with audio and video read-alouds assists us in meeting the needs of all learners through instructional technology.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

The Arts

The arts play a critical role in supporting our mission to provide the children with a unique education that is multilingual, multicultural, and STEAM focused. We use a differentiated approach to bringing music to our students. Currently, students in grades 2-5 take music classes twice per week. In grade 2, the Music Explorers curriculum is used. Through songs, students learn about various musical concepts and their cultural contexts. When students enter third grade, they are taught to play the recorder and begin to learn to read music through the Be a Recorder Star program. Through Music Memory, grade 4-5 students are exposed to the lives and music of 16 composers. In addition to the programs mentioned above, students in grades 3-5 participate in Carnegie Hall's Link Up program. In this program, students are introduced to the orchestra. They learn to sing and continue to play the recorder in the classroom. After a series of classroom lessons, students attend a concert at Carnegie Hall in which they perform with a professional orchestra from their audience seat.

The Blueprint for Teaching and Learning in Visual Arts: PreK-12 is the guide that is followed to develop our visual arts curriculum. We have established clear benchmarks on what our students should learn and be able to do in visual arts. Students in grades K and 1 take visual arts classes two times per week. Visual arts is used to support the students creative expression and develop their knowledge of art making and understanding of the cultural and historical contexts of art. Students engage in activities such as using crayon resist to respond to literature, create Matisse inspired collages, explore various types of lines and learn about the use of positive and negative space. Students use student friendly rubrics to peer and self assess their work.

Physical Education

All students from kindergarten through grade 5, engage in physical and health education activities each day. Physical education is taught by a certified physical education teacher. The curriculum is guided by the NYC Physical education scope and sequence and in alignment with the national and state standards for physical education. Students learn essential concepts about body and spatial awareness, locomotor and nonlocomotor skills and the qualities of movement including effort, direction, and speed. Teamwork, collaboration, social awareness, and responsible decision making are fostered through team sports and activities such as

basketball and soccer. Changes were made this school year to focus on activities that could be conducted virtually through Zoom. Students participate in activities that promote healthy physical bodies but also social emotional health. Virtual activities include aerobic exercises and exercises that promote flexibility and balance including yoga poses. In addition to formal physical education classes, classroom teachers enhance their lessons by integrating physical activity into academic instruction through Move to Improve. For example, a first grade math class may use squats as they count by 5's to 100. Students are also taught one health lesson a week including lessons that teach about HIV/AIDS. Lastly, in addition to keeping their bodies active, students engage in community service acts like raising money for the American Heart Association by running laps.

Foreign Language

Research has shown that learning multiple languages helps to develop critical thinking skills, improve memory and creates a connection and appreciation for the history and cultural traditions of the language being learned. We aim to develop and enhance these skills in our students as we prepare them to be global citizens. Once students enroll into PS 310, they select a foreign language program that they will participate in throughout the duration of their educational journey at the school. Students have the choice to learn Chinese or Spanish. Foreign language classes take place four periods per week.

Students develop their language and academic skills through the use of integrated content and language instruction. Using the social studies curriculum, students explore the nuances of Mandarin Chinese. For example, in grade 5, students learn about the exploration of Columbus in the Americas. In Chinese, they write about a personal experience of exploration that they have had and create a flap book about Christopher Columbus.

Through the Descubre el español, students learn Spanish and explore the culture, food, animals, and people of 20 Spanish speaking countries. Teachers incorporate lessons that teach students about the sentence structure and grammar of the language. Furthermore, students' language acquisition progress is assessed through pre- and post-assessments, summative end-of-unit assessments and formative ongoing assessments.

Technology

Students receive explicit technology instruction twice per week. We have developed our own technology scope and sequence aligned with the International society for Technology in Education (ISTE) Standards for Students. In our self developed curriculum, students as young as kindergarten are taught to utilize a variety of apps and websites including typing.com, iReady, MyOn and Kahoot. Students are familiar with how to use iPads, Think Pads and Macbooks. Each classroom has access to a Macbook tech cart that can be utilized during tech periods and additional periods throughout the week. For blended instruction, students were provided with an iPad to work with from home. The Common Sense Education digital citizenship curriculum is used to educate students on their roles and responsibilities as digital citizens. Lessons include teaching students about their digital footprint, Internet safety and security and cyberbullying. During the pandemic, PS 310 increased the use of instructional technology to support learning remotely from home. Google Classroom (grades 2-5) and Class Dojo (K-1) are digital learning platforms that are used to support this work. Nearpod is a digital tool that was purchased to increase student engagement while learning remotely. It offers ways that students can flexibly participate in synchronous and asynchronous learning.

Fostering Leadership Skills and Social Emotional Learning

The Leader in Me, or LIM, initiative plays a critical role in fostering the leadership skills of the school community as a whole in addition to supporting social and emotional health. To support social-emotional learning, students were taught within supportive emotional environments. Students learn the potential of positive affirmations, keeping grounded with a gratitude attitude and the power of hope. Additionally, students engage in acts of kindness through emotional bank account deposits which include kind notes written to others and acts of community service. Instead of physical notes, students and staff now make digital deposits to their classmates and colleagues through a platform called Padlet. Students are taught the 7 habits of highly effective people and are guided and encouraged to live these habits each day. Students hold

a number of leadership roles including Student Council President and Vice President, Class Representative, Assembly Leaders (facilitate school wide assemblies), Recess Coordinators (plan and facilitate recess games and activities) and Lunchroom Leaders (coordinates recycling and clean up in the student cafeteria). After 5 years of implementation, PS 310 was named a Leader in Me Lighthouse school. Obtaining Lighthouse status is an honor and title awarded by Franklin Covey that acknowledges the school's success in obtaining extraordinary results in staff collaboration, student leadership, goal tracking and parent/community engagement and is recognized as a leader and mentor to other Leader in Me schools. Through LIM, leadership is taught to every student, a culture of student empowerment has been created, and systems are aligned to drive results in academic learning.

Enrichment

The Enrichment program is offered to students for two cycles of 8 weeks each during after school hours. Cycle 1 takes place in the Fall and Cycle 2 in the Spring. Students are provided with a rich variety of STEAM inspired activities. BRIC Arts and Crafts provides our students with interdisciplinary experiences through visual arts. Students study artists and their work and learn how to make puppets, masks, and engage in printmaking. Born to Jive is a dance class where, students are introduced to various styles and basic Jive dance moves. Through dance, students learn the fundamentals of footwork and rhythmic hand positions that can be applied to other dances. Students participating in the afterschool drum program learn to play the drums with an emphasis on learning proper drumming technique as well as improvisation, soloing and rhythm. Students in the Robotic after school program will work in the areas of Science, Technology, Engineering, and Mathematics (STEM). This club gives the students an opportunity to create moveable robots while developing skills in designing, assembling, and programming. Using digital point-and-shoot cameras, students explore visual elements, such as light and shadow, color, vantage point, and geometry, to create effective compositions for their photographs. Photography motivates students to think about themselves and the world around them. They explore photography as a way to tell a story and/or express their feelings, students are provided with a fun, dynamic theatrical experience that encourages teamwork & enhances social/emotional growth. They write, analyze & interpret stories for a stage performance. Through play making & play writing, they will begin to understand & identify the beginning, middle and end of a story, the importance of appropriate details and the necessity of revision to ensure clarity. Students are encouraged to lead because this directorial experience enhances their leadership skills. They get to experience not only what it's like to take and apply direction, but to give direction. Wacky Scientist exposes our students' young minds to the wonderful world of science using hands-on activities and simple supplies that can be found at home. For example, students explore what happens when vinegar is added to baking soda or oil to water. Students investigate various topics like density, chemical reactions, and molecules.

3. Academic Supports:

Students Performing Below Grade Level Standards

The Response to Intervention, or RTI, process is the approach used to support the learning needs of our students who are performing below grade level standards. Reading: Students are assessed using the Fountas and Pinnell Benchmark system to determine their reading level. Additional assessment data is also collected from iReady to determine the students performance within the five main reading components: phonics, phonemic awareness, vocabulary, comprehension and fluency. Math: Students are assessed using iReady and Envision Math program assessments. From this data, students are grouped into small groups and provided targeted instruction. An essential component of this process is progress monitoring. Every two or three weeks, the students' progress is measured utilizing running records, iReady data and unit tests (math). The RTI plan and students' progress are discussed during biweekly inquiry team meetings. Inquiry teams meet to discuss the specific goals, instructional plans and progress of struggling students using data analysis protocols. Students who have not responded to tier 2 small group interventions are provided more intensive interventions (tier 3) that are decided and planned for during inquiry meetings.

Students Performing Above Grade Level Standards

Differentiated instruction is at the heart of instructional plans when preparing to educate our students who are performing above grade level standards. Small group instruction is utilized to challenge the thinking of this group of students. In addition, the adaptative technology of iReady provides differentiated content and activities to push the thinking of these students and enhance their critical thinking skills (in both ELA and math). To support these gifted learners, teachers also employ the use of book clubs. Book clubs are utilized to support students as they facilitate and direct their own learning. Small groups of students choose their desired book and engage in the reading and discussion of the text's genre, writing style, vocabulary, theme etc. Students challenge each other's thinking by asking questions and offering differing opinions about the text.

Special Education

At PS 310, we have the responsibility and honor to plan, implement, and monitor the individual educational plans of our students with special needs. The IEP describes the goals set for the students for the school year, and any special support the students need to help them reach those goals. It is a critical tool used to provide the best educational experience for these students. Teachers use a variety of resources, instructional strategies, and pedagogical skills to support students individually, in small groups and within the whole group setting. Goalbook is one tool that our special education instructors use to set goals and scaffold instruction to ensure student success. Goalbook offers teachers research based instructional practices that integrate standards-based instruction and Universal Design for Learning (UDL). Because of COVID-19, in addition to the IEP, a supporting document called the Remote Learning Plan was developed to inform parents and provide a clear plan of action on how students services would be provided remotely.

English Language Learners

Each Spring, students identified as English Language Learners (ELLs) are assessed using the New York State English as a Second Language Achievement Test. This test assesses the student's English proficiency in Reading, Writing, Speaking and Listening. These data results are then used to provide ENL services. At PS 310, we offer a variety of ENL services to support the language development of our ELLs. We currently have one bilingual class on each grade from kindergarten through grade 5. In addition, students receive push in and pull out ENL instruction. The amount of additional support and instruction is contingent upon the students' specific proficiency levels. Our ENL model blends the use of pull out, push in and bilingual classroom instruction to support each child's specific needs. ENL teachers who provide pull out instruction and push into classrooms, work collaboratively with the classroom teachers to ensure that language objectives for the ELLs are in alignment with the Next Generation standards, classroom instruction and individual students' needs. Teachers plan together to ensure a seamless day for these students. When students are pulled out, ENL lessons are provided within the same unit of study to prevent students from missing core content. It is imperative that students receive individualized instruction to support language progression and growth. Teachers of ELLs receive school based and district training on supporting the language needs of ELLs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

PS 310 uses a variety of strategies to motivate, engage and provide a positive environment that supports students' academic, social and emotional development. Our school implemented the Leaders in Me (LIM) program as a framework to fundamentally transform our classrooms and our school community. Our practices focus on providing students with a holistic approach to education. Through LIM, we develop leadership within every student, create a culture of student empowerment, and align systems to drive results in academic success. A WIG is a Leader in Me term for a school wide academic goal. PS 310's WIG is established by collecting and analyzing data from benchmark exams, running records, New York state exams and other formative and summative assessments. Grade and classroom WIGs are in alignment with the schoolwide WIG. To foster student empowerment and self-efficacy, students have the responsibility to establish their own individual academic and personal goals.

When all WIGs have been established, it is important to have a system in place to track these goals. PS 310 uses scoreboards to track our progress of meeting our goals and use trackers to track our lead measures. Lead measures are the specific actions taken to assist in meeting a WIG. The schoolwide WIG is tracked on a large public scoreboard located near the main entrance of the school. Each floor has a display of each grade's WIG and lead measure tracker. Classrooms have their own displays of WIG scoreboards and trackers. These scoreboards and trackers are still used during blended and remote learning. However, instead of physical display boards, we now use digital versions.

Students track their individual progress towards meeting their goals in their leadership notebooks. They actively take on the responsibility of updating, assessing, and reflecting on their progress towards meeting their personal and academic WIGs. The notebooks are used to discuss their progress with their accountability partners (a peer in their classroom) and are used during student-led parent teacher conferences. Students use their leadership notebooks to guide their reflective, formal, and informal conversations about their goals with their peers, teachers and families. Leadership notebooks were physical binders before the pandemic. Now, all students have electronic versions so that they can be used while they are in the school building and learning remotely from home. The leadership notebooks also include the students' reflections and celebrations of achievement. Progress towards the WIG is celebrated through weekly announcements, assemblies, and certificate distribution.

Lessons are planned and conducted as student-led learning experiences. Students at all grade levels can be found reviewing the learning objective, summarizing what they have learned and sharing their progress towards meeting the lesson's goal. Students are reflective learners who engage in self assessments. Additionally, through the use of peer assessments, students share their work to gain feedback on how they can improve. Center activities such as literature circles and group projects are also used by students to facilitate their own learning.

Students are encouraged to participate in various projects and initiatives to foster their social and emotional development. Students' social growth is fostered through the Bucket Filling system. Students learn about the importance of making deposits into each other's Emotional Bank Accounts. Students use five minutes each morning to provide positive feedback to classmates and their teachers.

Our students work effortlessly to help their community. Every spring, they plant flowers to beautify the grounds of the school building and neighboring community. In 2014, the students expressed concern about the heavily littered grounds surrounding the school. The school community worked together with Uprose, a non-profit organization, and a Councilman, to help organize a community clean up event in which students, parents, teachers, and other community members came together to clean the area. Third grade students formed a group called The World Social Issues group. Within this group, students discuss the different issues people face in the world and what they can do to make a difference. One year, the students researched and discussed different problems and decided to investigate the water crisis in Ethiopia. The group worked on a project called "Help the Ethiopians". The purpose of the project was to raise funds to ensure Ethiopian

communities had access to clean water by building water pipes. The group established a partnership with “WaterAid America.” The students conducted a fundraiser and raised over a thousand dollars that was donated and used to provide a small village with a water pipe line that brought in fresh drinkable water.

Through these events and schoolwide practices, students at PS 310 learn to lead with a smile and an open heart.

2. Engaging Families and Community:

Community partnerships have played a huge role in supporting the needs of the students, their families and the school community. PS 310 holds strong partnerships with community and industry partners such as New York University, Groundswell Community Mural Project, Junior Achievement, and the Chinese Planning Council. To support our working families, PS 310 partners with the Chinese Planning Council, a community organization, that provides our families with a low cost after school program. The program offers homework assistance, academic games, arts and crafts and recreational activities to our students.

Junior Achievement’s mission is to inspire and prepare young people to succeed through the use of community volunteers. PS 310 collaborates with Junior Achievement to introduce students to financial literacy and entrepreneurship through hands-on activities. For years, the wall facing the entrance of the school building was plagued by graffiti and trash. The defacement of the wall created an unwelcoming and negative visual image outside of the school. In 2015, through a partnership with the office of a Councilman and Groundswell Community Mural Project, we were awarded a grant to facilitate the research, design and creation of a 400 square foot mural to turn the wall into a positive visual display. During an afterschool class, fifth grade students worked with Groundswell to transform the unsightly wall into a beautiful mural that communicates a message of teamwork, a core value of PS 310. Through this community collaboration, the fifth grade students were able to leave a legacy behind in the form of a mural that inspires their fellow students, families, community members and passerby and reminds everyone that they care about the community.

The Parent Coordinator plays a vital role in creating a warm and welcoming environment for our families. The Parent Coordinator serves as a point of contact for our families, works with the school staff to address and resolve parent concerns, collaborates with community organizations to provide information and services for families and hosts a variety of parent workshops. The Parent Coordinator gathers data from our families through surveys. Using this data, a calendar of events is developed at the beginning of the school year with a series of parent workshops offered by school staff and community organizations. At the parents’ request and to address family needs during the pandemic, workshops are currently being offered on supporting students at home during remote learning, fostering students’ independence and supporting students' social and emotional health.

PS 310 uses a variety of resources and tools to communicate with families. Every Tuesday, teachers spent 45 minutes meeting with parents to discuss their children’s progress and attending IEP meetings. In addition, we use social media, including Facebook and Instagram, the school’s website and our very own school app to communicate information with families. All communication is translated to the parents’ preferred language. Parent connection and communication remains strong during the pandemic and remote learning. Parents have an opportunity to set an appointment and meet with their child’s teachers daily from 2:00pm to 2:20pm. During this time, parents can ask questions and obtain additional support in assisting their child’s learning at home via Zoom or phone call. A tech support staff member is also available to troubleshoot problems parents may be experiencing with technology. In addition, the Parent Coordinator uses WeChat (a text messaging app) to communicate with parents quickly and effectively.

The Parent Team encompasses parent volunteers and PTA members who assist in organizing school events that foster the school-home collaboration and partnership. These events impact student development and achievement academically, emotionally and physically. School events that have been organized by this team includes: Family Art Night, Movie Night, Olympic Day, and Career Day.

In collaboration with BRIC Arts Media, Family Art Night is hosted annually. Families produce various arts

and crafts projects that connect to our social studies units of study.

In collaboration with the fifth grade student body, the Parent Team works to plan Olympic Day for all students. Olympic Day is a day in June in which students can engage in physical sports and competitions similar to those played during the Olympics.

Career Day is hosted annually to expose our young students to a variety of occupations and helps students to begin considering what they would like to do when they become adults. Students are able to begin making the connection to what they are learning in school to the various skills needed in their future careers.

3. Creating Professional Culture:

PS 310 holds a yearly summer institute during the last week of August. During this time, the staff engages in team building exercises, develops and modifies the instructional units for the upcoming school year, and brainstorm innovative solutions for challenges that occurred during the previous year. In addition, through the use of surveys, staff input is gathered on the types of professional learning they would like to engage in based on their professional goals. This year, the summer institute was moved to September because of school opening delays as a result of COVID-19. All components of the planning and team building were conducted virtually.

In addition to the summer institute, all staff members attend at least two hours of professional development each month through classroom intervisitation, meetings, mentoring and webinars. Currently, these sessions are focused on helping teachers to enhance their instructional practices during remote learning and developing their skills in culturally responsive pedagogy. Professional development topics include, Universal Design for Learning to support students with disabilities and English learners, instructional technology and enhancing student engagement and participation.

PS 310's professional development approach includes the use of professional learning communities. Teachers work collaboratively to plan lessons and develop effective strategies that impact student learning. Through grade meetings, data inquiry teams, and vertical planning meetings, teachers reflect on student learning and the instructional techniques used. Google Apps for Education is used to share unit plans with the school community. During grade level meetings, teachers plan and review the students' progress toward meeting the grade goals. In addition, teachers incorporate daily routines for supporting the students' social emotional learning.

Data inquiry team meetings involve the practice of analyzing data and using the data to drive instruction. Data includes: academic data, attendance patterns and behaviors and anecdotal notes on students' social and emotional behaviors. These teams meet twice per month and work on planning and improving instruction for small groups of students and subgroup populations like students with IEPs and ELLs. Currently the data is also examined to assess the effectiveness of remote instruction and how to motivate and engage students. Inquiry meetings include reflective conversations on successes, challenges and instructional next steps.

We use surveys as one way to gather data and ensure the teachers feel valued and supported. For example, one concern brought up by the instructional staff is the reduction in student engagement when they are elearning remotely. To address the teachers' concerns, professional development and guidance was provided on student engagement and remote teaching. Additional technological tools were purchased as well. One such technology was Nearpod. Nearpod is a tool that allows teachers to flexibly provide students with asynchronous and synchronous assignments and learning and include game-like features to motivate students and encourage active participation.

While we have the responsibility to provide the best educational experience for our students, it is also important that we recognize the importance of the staff's emotional and social needs. Each week, teachers engage in activities that support their own self-regulation, self-care and positive emotional health. For example, during professional development, the first 10 minutes are spent engaging in social-emotional activities like recognizing gratitude and practicing mindfulness. Additionally, each staff member is paired up with two other staff members. These partnerships are used to provide the staff with daily emotional check-

ins from their peers. These adult SEL experiences is one change we made to professional development to value and support teachers during the pandemic and abrupt change to blended learning.

Lastly, to support the needs of our new teachers, they are assigned a trained mentor teacher to support their professional growth. Teachers meet with their mentors for two hours each week and have the opportunities to observe each other's lessons. These meetings and observations currently take place remotely through Zoom. Additionally, the New Teacher Support Institute meets monthly to provide specific training and guidance for teachers within their first three years of teaching. Meetings focus on topics such as learning the Leader in Me principles and practices, lesson planning, time management and utilizing effective pedagogical approaches. One hundred percent of PS 310's new teachers improve their teaching practice from "developing" to "effective."

Our professional development approaches have resulted in academic growth. The following data is growth of students performing on or above grade level. Based on iReady data, from September 2020 to January 2021 (90% of the students are learning remotely), there has been an 11% growth in literacy and 7% growth in mathematics.

4. School Leadership:

The school administrative team consists of one principal and two assistant principals. The principal leads with the belief that leading a school requires many individuals in which leadership responsibilities are shared. Because of this belief, the school administration promotes and fosters a shared and distributed leadership approach. The principal supports this approach by building capacity and generating leadership opportunities for the entire school community. These opportunities include the School Leadership Team (SLT), student leadership (including the student council), the Parent Leadership Team and the Instructional Leadership Team.

School Leadership Team

The School Leadership Team (SLT) consists of the principal, assistant principal, parents and teachers. The SLT has the important role of developing the educational policies, or the comprehensive education plan (CEP), for the school. The team's responsibilities include evaluating the school's programs and its impact on student achievement and ensuring the school's budget is in alignment with the CEP. This team represents the importance and value the principal's places on the shared decision making process.

Instructional Leadership Team

Administration understands the important role teachers play in advancing student achievement. The Instructional Leadership Team (ILT) is an instructional planning team made up of teachers, the principal and assistant principals. The ILT is dedicated to ensuring the school uses culturally responsive instructional practices that impact student achievement. The team works to review and address the needs of all students with a specific focus on historically underserved students like male students of color. During the 2020-2021 school year, the ILT's priority is to Know Every Student Well. The team works on gaining insight into how well the school staff knows the students (using various forms of data) and how data is used to meet instructional needs. The team consults with the SLT and other school committees to ensure there is a shared understanding of the data. The ILT has established an intervisitation plan that is focused on improving blended and remote learning. Through intervisitations, the expertise and capacity of the instructional staff to use data to improve blended instructional practices can be developed.

Leadership through Action Teams

The staff of PS 310 is the driving force behind improving our school culture, learning environment, and academic growth. This work is done within our action teams. All staff members are members of an action team. Action teams meet twice per month to refine their mission and work towards meeting their goals that improve various aspects of our established school systems. Some of the action teams are:

The Special Events Team's mission is to provide the school community with organized events that incorporate academic achievement with fun-filled, action packed celebrations. The Environment Team ensures that the learning environment of PS 310 reflects the expectations of the LIM initiatives; The Technology Team uses technology to improve communication between staff, parents, and the community. They also provide technology support to the school community; The Cultural Awareness Team's mission is to welcome all cultures and embrace differences; The Student Leadership Team supports the student body so that all students strive to be the best they can be and be productive citizens that help the community in which they live; The Parent Action Team unites the school community by fostering a collaborative relationship between all stakeholders; The Social-Emotional-Physical Support Team promotes positive social, emotional and physical development for all staff and students through various school-wide activities.

Student Leadership and the Student Council

Our students are actively and authentically involved in all aspects of improving the school. They have several opportunities to lead, innovate and collaborate with each other and the school staff. The school offers a wide variety of opportunities for the students to hold school and classroom leadership roles. These leadership roles include:

Pledge leaders have the responsibility of making the morning announcements and leading the school's recitation of the Pledge of Allegiance. During morning announcements, pledge leaders inform the school community about important events happening throughout the day.

Monthly assemblies are entirely run (emceed) by student assembly leaders. During these monthly assemblies, assembly leaders lead the audience in celebrating the successes of students who have shown academic achievement (Student of the Month) and those who have demonstrated excellent leadership skills (Leader of the Month).

Students have the opportunity to run for Student Council. Student council members are elected by the student body and hold the position for one year. The Student Council's mission is to create a fun and friendly school environment where all students want to come to learn. Council members work together to advocate for changes that will benefit all members of the school community. One program initiated by the Student Council is the Big Siblings Program. The Big Brother/Big Sister Program offers 4th and 5th graders the opportunity to serve as mentors to the younger members of the school community. Big Siblings have shared test-taking strategies with grade 3 students who are taking the state exam for the first time and have paired up with kindergarteners to teach them life skills such as reading and tying shoelaces. The Student Council also extends its reach beyond the school walls. Students visit seniors at an aging adult center and provide them with visits, letters and holiday cards.

Student-Led Conferences: All of our students, from Kindergarten to grade 5, can report on their academic progress and the progress they have made towards meeting their personal goals. They have a clear understanding of how they are performing in all subject areas and can articulate what is necessary for them to continue making progress. Because of this, we deem it necessary that students play a large role during Parent-Teacher Conferences. At PS 310, our students lead the conference. With the support of their Leadership Notebook, they discuss with their parents their goals and how they are doing in the various subject areas. They discuss their achievements and share their own data. Our students are true leaders in their own learning.

Building Response Team

The Building Response Team (BRT) consists of the principal, assistant principals, custodian, school safety agent, school secretary and teachers. It is the BRT's responsibility to develop the plan for how the school will respond to emergency situations like an active shooter. Safety and evacuation drills are conducted under the guidance of the BRT. Because of the pandemic, the team's responsibility now includes planning and enacting COVID safety precautions for students and staff members entering the school building. These plans and precautions include tracing contact and exposure to COVID and ensuring hand sanitizer stations, handwashing resources such as paper towels and soap and masks are readily available.

5. Culturally Responsive Teaching and Learning:

PS 310 aligns its curriculum and instructional practices with the New York State Education Department Culturally Responsive (CR-S) Education Framework. The CR-S provides us with guidance on establishing a school environment that is learner centered and ensures that curriculum and instructional approaches are windows and mirrors for our students. We see curriculum as a mirror as it affirms and reflects back to students their cultural, linguistic and racial identities. The curriculum is also a window as it allows students to view, explore and embrace diverse cultural backgrounds.

We have taken several steps to ensure equity, cultural awareness and respect within our classrooms and the school community as a whole. The school has several teams in place to support equity, respect and cultural awareness.

The Social-Emotional and Physical Support Team leads school-wide activities that promote positive social-emotional and physical development for all stakeholders. One goal for this team is for students to participate in a virtual Kid's Heart Challenge in which students promote heart health to their friends and family by posting weekly heart healthy facts on Google Classrooms and ClassDojo for the entire school and community. In addition, the team has created a physical and digital space for all members of the school community to fill each other's emotional buckets by sharing kind words of encouragement and praise.

The Cultural Awareness Team's mission is to welcome all cultures and embrace differences through school wide events. The team contributes a blurb in the Student Leadership Team's Newsletter, The Scoop, that brings awareness of diverse cultures to our school community. This year, the team is celebrating cultural diversity through live (via Zoom) "cook along" events. Each month a different culture is featured to help the school community develop an understanding of the culture and learn how that cultural group may prepare a specific food. This year, the focus is cabbage. The team will showcase the many ways cabbage is cooked and served by various cultures.

School Counseling addresses the social emotional needs of our students by following a comprehensive counseling plan which is an integral part of the school's commitment to helping each student reach their maximum potential. The program's ultimate goal is for students to become successful leaders who have begun the work to master the competencies necessary to be able to make self-directed, caring, and responsible decisions. The school counselor collaborates with administrators, teachers, parents, and community members to promote healthy student development in a safe and educational in person and blended learning environment. The counseling plan includes the planning and execution of workshops for families on how to emotionally support their child at home. The school counselor provides lessons to all students covering topics that include, staying safe during online learning; how to manage transitions and changing situations, creating positive and supportive relationships with other students and adults, bullying prevention and how to be an upstander rather than a bystander and how to apply effective problem-solving and decision-making skills.

The pandemic and recent events that have caused racial tension in our country (Asian Hate and death of George Floyd and other African-Americans) demanded that we address these political and social issues with the students and their families. Within the social studies and civics education curriculum, we have incorporated additional lessons on understanding and fighting against racial bias and hate. These lessons include discussions on just and unjust and the impact of oppression. To address COVID-19 concerns, parent workshops and student lessons have been

taught on coping with fear and anxiety and ways of supporting emotional health through self-care and self-regulation. Every June, the students participate in Soapbox NYC. During this event, the students use their voice to address and fight against social issues that impact the school and the community. The students wrote and gave speeches about topics such as the Black Lives Matter movement, rioting, and effective ways to express feelings.

Professional development is provided to all staff members to support best practices for culturally sustaining education, social-emotional development and social/cultural awareness of the school community, students and their families. Trauma-Informed Care Professional Learning Series, (TREP), an 11-hour course educating attendees on the impact of trauma and how to support the social and emotional wellness of all members of the school community and Gender Bias and Equity training, provided by Parents and Friends of Gays and Lesbians (PFLAG NYC) to train all school-based staff members on how to support students who are gender expansive. These are just two examples of how PS 310 works to support the staff in expanding their cultural and diversity awareness.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Explicit instruction is the one practice that has been instrumental to our school's continued ability to successfully educate and support students before and during school closures as a result of COVID-19. The instructional leadership team, after careful research, decided that Anita Archer's systematic approach to explicit instruction was the practice that aligned with our school's mission and vision of providing high quality education to our diverse population of learners. Through explicit instruction, we knew that we would be able to address the needs of the whole child and apply the strategies universally in all subject and content areas. Our educators attended several professional development sessions on how to plan and conduct lessons that used explicit instruction. In explicit instruction, our teachers break down complex skills into smaller, easier to understand parts, ensure that these skills are taught in a logical sequence and provide students with clear and explicit goals at the beginning of lessons.

Access to user friendly websites and digital resources is a crucial component we look for when choosing a curriculum. The use of instructional technology has always been an integral part in our instructional practices because of its ability to engage students, provide multiple entry points to learning and support our population of ELLs and students with disabilities. As we kept up with the latest news about COVID 19 back in late February and early March 2020, we decided to begin sending instructional materials including, textbooks, math manipulatives, logins/passwords to frequently used digital platforms, home with the students in preparation for possible school closure. When schools officially closed in March 2020, we were able to immediately provide the students with synchronous instruction through Zoom. Synchronous instruction was, and still is, critical to our students' academic success. We understood the importance of avoiding the use of asynchronous activities exclusively because they do not support all the principles of explicit instruction. Because of video conference tools like Zoom and Google Meet, teachers were able to continue to provide explicit instruction such as the modeling of skills step by step, supporting students through guided practice, monitoring student performance through the use formative assessments and providing immediate feedback that is affirms the students' thinking process and is corrective in nature. Teachers use digital features like polling (used for hearing students' voice and thoughts and quick assessments), Flipgrid (video submission of work), Padlet (digital work display board) to assess student work and provide feedback pursuant to the critical aspects of explicit instruction.

Explicit instruction through synchronous learning creates a more personal level of engagement between the students and their teachers. This was critical during the height of the pandemic as students were experiencing feelings of fear, stress and uncertainty about the health crisis. From March-June 2020, students received six hours of explicit synchronous instruction every day to decrease learning loss that was likely to occur during the transition from in person to fully remote instruction. Additionally, through explicit synchronous instruction, we were able to continue to provide students with their ENL and special education services. Our blending of explicit instruction, instructional technology, and online synchronous instruction greatly contributes to our students' academic and social emotional growth.