2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 27Q306

School Name: NEW YORK CITY ACADEMY FOR DISCOVERY

Principal: CHERYL ANN LEONE
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: NYC Academy for Discovery – PS 306

School Number (DBN): 27Q306

BEDS Code: 342700010306

Grades Served: PK-5

School Address: 95-16 89th Avenue Woodhaven, NY 11421

Phone Number: 718-441-2165

Fax: 718-441-5923

School Contact Person: Cheryl-Ann Leone

Email Address: CLeone8@schools.nyc.gov

Principal: Cheryl-Ann Leone

UFT Chapter Leader: Jacqueline Mitritzikos

Parents’ Association President: Maribell Perez-McDaniel

SLT Chairperson: Jacqueline Mitritzikos

Title I Parent Representative (or Parent Advisory Council Chairperson): Nilmeyda Fulgencio

Student Representative(s): None

CBO Representative: Janine Mahon

District Information

Geographical District: 27

Superintendent: Jennifer Ambert

Superintendent’s Office Address: 82-01 Rockaway Blvd., Queens, NY 11416

Superintendent’s Email Address: JAmbert@schools.nyc.gov

Phone Number: (718) 642-5770

Fax: (718) 642-5705

Field Support Center (FSC)

FSC: Queens South

Executive Director: Marlene Wilks
Executive Director’s Office Address: 82-01 Rockaway Blvd., Queens, NY 11416

Executive Director’s Email Address: MWilks@schools.nyc.gov

Phone Number: 718-642-5855 Fax: 718-642-5705
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

**Directions:**
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl-Ann Leone</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Mitritzikos</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Maribell Perez-McDaniel</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Nilmeyda Fulgencio</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Janine Mahon</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Mitritzikos</td>
<td>SLT Chairperson/ UFTChapter Leader</td>
<td></td>
</tr>
<tr>
<td>Christine Renda</td>
<td>Member/Teacher/UFTMember</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Omaira Tavera</td>
<td>Member/Teacher/UFT Member</td>
<td></td>
</tr>
<tr>
<td>Kaitlyn Comastri</td>
<td>Member/Teacher/UFT Member</td>
<td></td>
</tr>
<tr>
<td>Nelson Ramos</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Cindy Perez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Nilmeyda Fulgencio</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Mercedes Adurresen</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERVIEW</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mission</strong></td>
<td></td>
</tr>
</tbody>
</table>

Our mission is to create a positive and collaborative community which empowers students to build character, master skills, and become lifelong learners.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Vision Statement

Our vision is to build strong, positive connections with students so they can independently and confidently achieve academic success and contribute to making a better world.

Mission Statement

Our mission is to create a positive and collaborative community which empowers students to build character, master skills, and become lifelong learners.

Our Definition of Discovery

Discovery is the process by which curiosity leads us to inquire, to search for answers, to test out our ideas and to collaborate with others to find the extraordinary in the ordinary. When we discover, we wonder, ask questions, make observations, pull things apart and put them back together to learn something new. We believe that discovery unfolds through the balance of process and product. When we travel the roads of discovery, we must keep our destination in mind but allow for detours along the way.

Our Values

The educators of the NYC Academy for Discovery, PS 306Q, are dedicated professionals who are caring, creative, and enthusiastic. We believe every student can be successful. This is shown through collaboration, high expectations, and respect for all.

Instructional Focus

Teachers will ensure that assessments and experiences enhance each other to strengthen students' background knowledge and engagement with learning. Text-based activities will take place in addition to rich, shared experiential learning through hands-on projects, activities, and trips. Students will reflect on their experiences and understanding of new content.

The New York City Academy for Discovery is a PK-5th grade elementary school located in Woodhaven, Queens. The school is Title I funded and comprised of 392 students. The school’s population consists of 67.09% Hispanic, 18.11% Asian, 5.61% Black, 2.81% White, 4.08% Native American, 1.53% Multi-Racial and 0.77% Hawaiian/Pacific Islander. The student body includes 53.83% males and 46.17% females with 16.84% English Language Learners. Students with disabilities make up 17.35% of the population. The attendance rate year to date is 93.29%.

P.S. 306Q - New York City Academy for Discovery, is a diverse school community dedicated to educating the whole child. Our school utilizes EL Education, a blended-literacy program incorporating reading and writing into a 135-minute block. We began our journey with EL Education in September 2017 with grades 3-5 and included grades K-2 in September 2018. For grades K-2, the literacy block is comprised of the one-hour foundational Skills Block, which includes a phonics mini-lesson and differentiated literacy centers based on students' data-driven literacy phase. The remaining portion of the content-based literacy block includes an opening to the lesson, student work time where they work collaboratively with peers, and a closing where students reflect upon their learning. Grades 3-5 also engage in a content-based literacy block which includes an opening, student work time and closing with word study and
vocabulary embedded into the lessons. In addition, data-driven, guided reading groups and literacy stations are facilitated during the 135-minute block. Social-Emotional Learning, Science, Social studies, and technology content are integrated throughout the lessons for all grades. Teachers design higher-order thinking questions and engage students in content-rich discussions daily to build language and critical thinking skills in literacy. Students take ownership of their own learning through creating the success criteria for each lesson, developing rubrics for tasks and projects, revising and editing their own work and engaging in both self and peer assessment based on the criteria and rubrics they created. In August of 2018, we were awarded a grant to partner with EL Education and the Robin Hood Foundation for Learning and Technology, which will provide us with professional learning opportunities throughout the 2018-19 school year via in-house coaching and support in curriculum and instruction. Also this year, P.S. 306Q has the opportunity to work with a Universal Literacy Coach. Through this work, we seek to develop the knowledge and skills of teachers in the areas of early reading and writing acquisition, instruction and assessment. Finally, technology is integrated into our literacy instruction with the use of i-Ready, an online diagnostic, progress monitoring, and instructional tool, to provide students additional support in literacy. Students are able to utilize the i-Ready program daily during centers or stations and at home.

Our school utilizes the Go Math program. Grades K-2 have a 75-minute math block and grades 3-5 have a 90-minute math block. As part of our collaboration with the Algebra for All initiative and the Learning Partners Program, one of our next steps as a school community is to make a shift from the "I Do, We Do, You Do" model to "You Do, We Do, I Do" also known as the "Upside Down Teaching Model". Our math block will consist of, but not be limited to, the following: Facilitate Data Driven Centers and Small Group Instruction Using Assessment Data, Present Students with a Rich Problem to Solve, Focus on Discourse and Communication of Strategies, Model the Correct Syntax, Mini-Lesson and Guided Practice, Independent Practice and Closure/Final Assessment. The students will have the opportunity to engage in i-Ready during math stations (3-5), to diagnose and progress monitor students' math skills, while providing targeted, leveled support through the online database. Teachers will also utilize higher-order thinking questions and math reflections to enhance student engagement and maximize critical thinking within the content. During math, students engage in deep meaningful, content-based discussions, challenge one another's thinking using accountable talk, and monitor their own learning through self and peer assessment and utilizing student discussion rubrics. For the 2018-19 school year, we have departmentalized our fourth and fifth grade classes. The math teachers will attend the required Algebra for All professional learning session, participate in intervisitation with other schools, and will turn-key relevant mathematics practices to all teachers. To strengthen our school's capacity to engage in continuous improvement with mathematics instruction and learning, we received a grant from the Learning Partners Program (LPP). A triad has been formed with two additional partnering schools with whom we will engage in math data analysis, labsites, and intervisitations. The impact of this work will be measured through test scores, student discussions, teacher observations, and student work products.

All classroom teachers are responsible for teaching social studies and character education. Grades K-5 utilize Passport to Social Studies. Teachers collaborate to plan trips and design minds-on and hands-on learning projects which are linked to our instructional focus-Connecting Learning to Experience. In our effort to maintain the social-emotional health of our students, we have implemented a Social Emotional Learning (SEL) program, Sanford Harmony. SEL is targeted to teach students five main social-emotional competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Harmony supports the teaching of the SEL competencies by teaching students five social-emotional themes: Diversity and Inclusion, Empathy, Communication, Problem Solving, and Peer Relationships. We have since aligned our Book of the Month program with these themes, where we use character education stories to teach the character theme or domain of focus. At the end of each month, one grade presents a character themed pep rally. One student from each class is awarded a certificate for displaying that character theme throughout the month. In addition to character-themed awards, we also present students with the student of the month awards, based on academic achievement, perseverance, and integrity. Perfect attendance awards are distributed during Family Discovery Day. Assemblyman Mike Miller also provides our students with student of the month awards. We love to celebrate our students.

Every classroom is equipped with large amounts of technology equipment: laptops, iPads, desktops, and SMART boards. Our school received a $135,000 Reso-A grant in 2015 to update our existing computer lab with 30 new computers and our third floor classrooms with 9 new SMART interactive panels. In 2016-17, we received $40,000 in a
Reso-A grant and purchased 5 more SMART interactive panels for second floor classrooms. During the 2015-16 school year, we added a technology teacher to our instructional team. In 2017-18, our school obtained another Reso-A Grant for $75,000 to purchase 8 SmartBoards, 9 printers and 24 laptops. Students in grades K-5 receive technology instruction weekly. The technology teacher collaborates with the classroom teachers to edit and publish various units of study. In the technology lab, students are exploring and learning to use computers to facilitate everyday life. This includes being able to navigate the desktop effectively and create, save, and later locate documents. Through a series of projects, students in the early childhood grades are learning to use each part of the computer appropriately and adeptly, and upper elementary students are learning and practicing proper keyboarding techniques. Older students will also work together to create presentations using Microsoft PowerPoint, animated videos and games using coding, and live action videos and podcasts to supplement the content knowledge they are learning in their respective classrooms. Students will also be learning coding to create and share animated videos. Teachers, students, and parents have access to many online academic In addition to i-Ready as mentioned above, we also utilize Imagine Learning, Rosetta Stone, and Reading A-Z.

Our school implements a hands-on approach to scientific learning using the Amplify science curriculum and science scope and sequence in grades K-5. Through investigations and experiments, students gain scientific knowledge, observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into their understanding of the natural world. Students are then able to apply that knowledge to solve real world problems. Our program also has a strong focus on scientific literacy and writing to prepare students for life in an increasingly complex scientific and technological world. Each year, our school hosts a Science Fair during the March Student Led Conferences. All students in grades 3-5 are required to conduct an experiment and display their findings during the Science Fair. For grades PK-2, classrooms conduct experiments as a group and present their findings on a tri-fold during the Fair.

Our Physical Education program is a comprehensive and dynamic program that is based around the NYC Department of Education’s suggested Physical Best curriculum. A variety of games and activities are incorporated within lessons and units connected to NYS Physical Education Standards to ensure that each student receives a well-rounded Physical Education program. All classes K-5 receive two periods of physical education weekly. Students participate in FitnessGram fitness tests to evaluate their physical fitness levels through three fitness domains: flexibility, aerobic endurance and muscular strength. Programs, such as Mighty Milers, Move-to-Improve, and Cross Training club have been implemented to help prepare students for these tests. In addition, we have implemented a variety of events within the program. In June, our staff, students and parents participate in Field Day where games and activities are incorporated into a fun-filled day. This day is coupled with Bring Your Child to Work Day in an effort to build culture and climate. Students also participate in an annual dance-a-thon for charity. In 2016, we supported Cohen Children’s Medical Center; in 2017, we supported Ronald McDonald House Charities of Charleston, SC; and in 2018, we raised funds for the Alzheimer’s Association. These organizations have impacted the lives of staff members who share their stories with the school community increasing student impact and understanding of service learning. Our Physical Education program provides our students with the necessary tools and information that are needed to pursue a lifelong active and healthy lifestyle.

P.S. 306Q is committed to educating the whole child through the arts. We have full-time visual arts and theater teachers. All students receive at least one period of visual arts instruction weekly throughout the year. Students learn a variety of drawing, painting, and sculpting techniques and study various artists, such as Keith Haring, Georgia O’Keefe, and Georges Seurat. As a result, the students create a variety of pieces, including collages, drawings, paintings, printmaking, sculptures, and crafts. Specific artists are also introduced throughout many units, as are the endless career opportunities sought within the visual arts. Learning through hands on art activities, reading, writing, and listening activities help accommodate learners at all levels. Through our visual arts program, students are able to connect artistic learning experiences to real life experiences. Our main goal is for all students to build confidence as artists, students, and as well-rounded individuals. Students have the opportunity to showcase their artistic talents through our Art Fair held during Student Led Conferences in November.

Our theater program serves all students in grades PK-5. Students will gain access to literacy in a new way incorporating movement and creative expression through acting, singing, and dancing. Since May of 2016, our school
has hosted yearly musicals such as Aladdin Kids, Willy Wonka Kids, and Lion King Kids. This year, our students will perform Seussical, Jr. During the 2017-18 school year, our theater teacher presented two additional performances to our parent community. Our 3-5 grade students participated in a variety show called 'Star Searching Through the States' during which they showcased their talents through singing and dancing to songs that celebrated the United States of America. K-1st grade students created short films by acting out familiar storybooks, fairy tales, or poems. The films were presented during the Film Festival where each movie was showcased for parents.

Special Education at P.S. 306 Q is not solely the responsibility of special education teachers, but every single member of our school community and works to develop students skills and abilities so that they can reach their least Restrictive Environment and make progress in the general education curriculum. Members of this team include school administrators, classroom teachers, paraprofessionals, occupational therapist, social worker, school psychologist, school counselor and IEP teacher who meet monthly as a professional learning community to debrief about research based interventions, and best practices. Currently, there are three self-contained bridge classes (K-1-2, 2-3-4, & 4-5) and one ICT class on each grade from first grade through fifth grade. We actively monitor the academic, social-emotional, and physical progress of the students in this program, modifying IEPs as needed so that the IEP is truly a current individualized education plan for our students. Classroom teachers provide access into the curriculum through differentiated instructional practices and incorporating multiple learning styles. P.S. 306 utilizes preventative measures prior to recommending students for special education services. Our Response-to-Intervention (RtI) plan is coordinated by our IEP teacher who works with classroom teachers to identify and provide RtI support to students indicated as being in need of academic intervention services. With the assistance of special education teachers, identified students in grades K-5 are provided with 3-4 periods of ELA or math support weekly, facilitated in 12-week cycles. At the end of each cycle, student progress data is analyzed and continued level of support is determined for each student.

The New York City Academy for Discovery is committed to the success of all students. In order to effectively serve our 16.84% English as a New Language (ENL) learners population and their parents, we have two full-time ENL teachers and a bi-lingual parent coordinator. In addition, one classroom teacher holds a TESOL license. Our ENL teachers serve our K-5 students through a stand-alone and integrated program. Based on individual student needs, a stand-alone model is used for beginner ENLs. Teachers use programs such as Rosetta Stone, Language Power and Imagine Learning along with phonics, reading and writing support to help students meet grade-level standards. ENL teachers meet with grade-level teams during their teacher team meetings on a weekly basis, in order to align curriculum and provide ENL strategies for teachers to use during instruction. Various parent workshops and celebratory events are provided throughout the year for parents of ENLs, both in English and their native language, when possible. Workshops provide parents with information and strategies to supporting their child’s academic success. ENL teachers have also hosted parent/student breakfasts including a Valentines, Mother’s Day and Father’s day craft event where students and parents enjoyed breakfast and created a special craft together. Parents were also given an opportunity to discuss their child’s academic progress and engage with other families of ENL students.

All teachers are invested in analyzing trends on their grade and creating specific activities geared toward those trends and have made much growth in this endeavor over the past year. Grade level teams meet twice a month during Monday professional learning time for inquiry to analyze student work, modify lesson plans/materials, and incorporate the ELA/math instructional shifts and academic and personal behaviors. This inquiry process has provided teachers with the opportunity to analyze data and trends and design actionable plans. Our vertical inquiry team meets monthly to discuss common trends in literacy and math across the school. Teams also will make use of a school-wide, shared data system through our Google Suite. To ensure curriculum alignment and cohesion, all teams have access to this important data to promote student progress and achievement. Further supports to promote alignment and cohesion among all constituents are evident through the use of Google Classrooms, a vehicle for sharing data. We created a website supported by Google to continue to share events, information, professional learning documents, team meeting agendas and minutes, SEL and guidance information, cluster team program information, messages from the principal and our parent coordinator and more.

Through service learning and enrichment clubs, students gain access into another side of education, in addition to academia. Throughout the school year, students in grades K-5 have the opportunity to participate in enrichment clubs.
during the school day facilitated by classroom and cluster teachers. A variety of clubs are offered to each grade level such as theater, chorus, yoga, scrapbooking, sports, technology, cooking, arts and crafts, Zumba, magazine making, fitness and nutrition, and yearbook. In addition to these extracurricular activities, for four consecutive years, our students have participated in CookShop, a hands-on program where students learn about making healthy food choices while making recipes in class. Each grade K-5 engage in a service learning project throughout the year, in an effort to increase student awareness of the world around them. Throughout the 2017-18 school year, students have conducted a coat and pajama drive, donated items to "Placemat for a Cause," sent holiday care packages to children in hospitals, made holiday cards for and visited people in a nursing home, and raised money for Hurricane Harvey and Hurricane Maria victims. This year, students will continue to support our local and worldwide communities through a Muscular Dystrophy hop-a-thon and a dance-a-thon.

Our school has an Social Emotional Learning Steering Committee that oversees the implementation of SEL within our school and at home. The team utilizes the acronym P.A.C.K.: Positive, Accountable, Collaborative, Kind; traits that are taught to the students as behavior expectations in all settings throughout the school. Our school mascot, the wolf, visits students during special events throughout the year. The SEL handbook was developed and describes the expectations of the program. In addition, all classes K-5 at P.S. 306 utilize ClassDojo as our primary way to track and monitor student behavior. ClassDojo is an online data tracking system where students can earn or lose points based on behavior in predetermined areas called 'buttons.' Our Dojo 'buttons' are all aligned with the Academic and Personal Behaviors Rubric. Through this system, students can earn Dojo points for demonstrating positive behaviors in all settings around the school. Students can spend their Dojo points in their class Dojo store, where they can purchase tangible incentives, or purchase items off of the Incentives Menu, a menu of non-tangible items such as time on an iPad, shadow your role model, sit with a friend, etc. ClassDojo has also become a primary way teachers can connect with parents. Parents can monitor their child's behavior throughout the day or message the teacher about school-related questions or concerns.

NYCAD has established excellent partnerships with community-based organizations. Our on-going partnership with the Greater Ridgewood Youth Council (GRYC) has enabled approximately 150 students in grades K-5 to attend a free after-school program that offers various opportunities such as homework help, STEAM experiences, test preparation, arts and crafts, creative writing, dance, chorus, technology and coding. We recognize how critical parents’ roles are in the lives of their children. As a result, we have collaborated with GRYC to increase parent involvement in our school through a variety of experiences: Winter Wonderland, a holiday toy drive, Bingo night, and a food drive for food pantries.

By providing more opportunities for parents to attend a diverse selection of workshops and engagement opportunities, we anticipate a strong partnership with our parent community that will ensure the best possible educational experience for students and parents alike. Each month our school hosts Family Discovery Day; a day on which parents are welcome to visit their child’s classroom during any time they choose to see what their child is learning and hopefully gain tips on how they can assist their child at home. Each grade-level team hosts parent workshops throughout the year such as: Learning Through Play, using i-Ready, test preparation practices, and strategies for math, ELA, and writing. Our school has partnered with CookShop and the NYC Food Bank for five consecutive years, providing students and parents opportunities to learn about and make healthy food choices. In addition to the in-class lessons, parents are invited to six parent workshops each year, where they make recipes with their children. During the school year, students attend many class trips connecting their learning in the classroom to experiences outside the classroom. Parent chaperones are an integral part of facilitating a safe and successful class trip.

The 2018-2019 Comprehensive Education Plan was designed in collaboration with the School Leadership Team and the staff of P.S. 306 (via CEP Teams: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties), including administrators, classroom teachers, out-of-classroom teachers, cluster and ENL teachers, paraprofessionals, school counselor, and the parent coordinator.
3. Describe any special student populations and what their specific needs are.

The New York City Academy for Discovery is committed to the success of all students. In order to effectively serve our 16.84% English as a New Language (ENL) learners population and their parents, we have two full-time ENL teachers and a bi-lingual parent coordinator. In addition, one classroom teacher holds a TESOL license. Our ENL teachers serve our K-5 students through a stand-alone and integrated program. Based on individual student needs, a stand-alone model is used for beginner ENLs. Teachers use programs such as Rosetta Stone, Language Power and Imagine Learning along with phonics, reading and writing support to help students meet grade-level standards. ENL teachers meet with grade-level teams during their teacher team meetings on a weekly basis, in order to align curriculum and provide ENL strategies for teachers to use during instruction. Various parent workshops and celebratory events are provided throughout the year for parents of ENLs, both in English and their native language, when possible. Workshops provide parents with information and strategies to supporting their child’s academic success. ENL teachers have also hosted parent/student breakfasts including a Valentines, Mother’s Day and Father’s day craft event where students and parents enjoyed breakfast and created a special craft together. Parents were also given an opportunity to discuss their child’s academic progress and engage with other families of ENL students.

Special Education at P.S. 306 Q is not solely the responsibility of special education teachers, but every single member of our school community and works to develop students skills and abilities so that they can reach their Least Restrictive Environment and make progress in the general education curriculum. Members of this team include school administrators, classroom teachers, paraprofessionals, occupational therapist, social worker, school psychologist, school counselor and IEP teacher who meet monthly as a professional learning community to debrief about research based interventions, and best practices. Currently, there are three self-contained bridge classes (K-1-2, 2-3-4, & 4-5) and one ICT class on each grade from first grade through fifth grade. We actively monitor the academic, social-emotional, and physical progress of the students in this program, modifying IEPs as needed so that the IEP is truly a current individualized education plan for our students. Classroom teachers provide access into the curriculum through differentiated instructional practices and incorporating multiple learning styles.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our school has made the most progress with element Effective School Leadership. Through the tailored observation and post-observation process, our teachers receive targeted, 1-on-1 professional learning and feedback from one of two administrators for each observation. This, along with administrator-directed and teacher-directed inter-visitations, has had a tremendous impact on student learning, teacher professional growth, and creating a culture of learning.
## School Demographics and Accountability Snapshot for 27Q306

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04,05</th>
<th>Total Enrollment (2017-18)</th>
<th>417</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Special Classes (ELA)</td>
<td>32</td>
<td># SETSS (ELA)</td>
<td>8</td>
<td># Integrated Collaborative Teaching (ELA)</td>
<td>56</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>32</td>
<td># SETSS (Math)</td>
<td>7</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>58</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

- # Visual Arts: 12
- # Music: 12
- # Foreign Language: 12
- # Dance: 12
- # CTE: 12

### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 4.1%
- % Black or African American: 5.0%
- % Hispanic or Latino: 66.4%
- % Asian or Native Hawaiian/Pacific Islander: 18.5%
- % White: 3.8%
- % Multi-Racial: 6.2%

### Focus School (2016-17)

- Years Principal Assigned to School (2018-19): 5.1
- # of Assistant Principals (2016-17): 2
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching with Fewer Than 3 Years of Experience: 20%
- Average Teacher Absences (2014-15): 7.8

### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 34.8%
- Mathematics Performance at levels 3 & 4: 38.3%
- Science Performance at levels 3 & 4 (4th Grade): 87%
- Science Performance at levels 3 & 4 (8th Grade): 2016-17

### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

### Overall NYSED Accountability Status (2018-19)

- Recognition: No
- Local Assistance Plan: Yes
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Science (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

In an effort to meet our CEP goal for the 2017-18 school year, P.S. 306 implemented multiple instructional and professional learning supports for teachers and students. Licenses were purchased for all students in K-5 for the i-Ready, a program which provides individualized instruction and a valid and reliable growth measure through an online program. Students had access to i-Ready during ELA centers and stations to support direct instruction and had online access at home. P.S. 306 also partnered with Early Reading Matters(ERM), a program for teachers to develop the content knowledge and instructional expertise critical for improving student literacy in grades K-3. Teachers were provided with year-long mentoring, 1-on-1 coaching, co-teaching, modeling, and intervisitations from the ERM literacy specialist. Both i-Ready and ERM provided a solid foundation for teachers’ and students’ progress in literacy knowledge and instruction.

In June of 2018, the data was analyzed by the SLT and our Rigorous Instruction CEP Team to determine goal attainment. Even with the supports from ERM and i-Ready, we did not meet our overall school goal of 60% of students reading on or above grade level by June 2018. We currently have 53.4% of students reading on or above grade level, 11.08% reading one level below, 6.38% reading two levels below, and 27.6% of students reading more than two levels below grade level. The SLT and Rigorous Instruction CEP Team determined that although ERM seemed to be helpful for our Tier II and III students, our Tier I students lacked the foundational skills necessary to improve their reading levels. As such, P.S. 306 has committed to implementing EL Education, a blended-literacy program in all grades K-2 for the 2018-19 school year (grades 3-5 implemented EL Education during the 2017-18 school year). EL Education for grades K-2 includes a one-hour foundational skills block dedicated to phonics and phonemic awareness instruction. Since our data showed that grades 1 and 2 seemed to struggle the most in improving reading levels, the foundational skills block in the EL Education program will benefit these students. In order to close the achievement gap, the incoming grade 3 students will also receive the skills block instruction. In addition, our 3-5 grade students show a significant number of students reading below grade level: 56.4% of 3rd grade students are reading below grade level, 38.4% of 4th grade students are reading below grade level, 44.9% of 5th grade students are reading below grade level. With our 4th and 5th grade students coming into their second school year with EL Education and the implementation of the skills block for our 3rd grade students, we hope to see improvements in these numbers during the 2018-19 school year and have thus adjusted our goal accordingly. The impact of this work will be measured through Skills Block assessments, literacy content assessments, reading level benchmark assessments, teacher observations, student discussions, and student work products.

The SLT and Rigorous Instruction CEP Team determined that a goal of improving reading levels did not accurately capture to academic growth of all students. As such, we changed our goal this year to measure progress in literacy rather than reading level. Students’ progress will be measured and progress monitored by the i-Ready diagnostics for beginning-of-year, mid-year, and end-of-year.
**Strengths:**
- Providing guided reading professional learning opportunities to staff via professional learning workshops, modeling, 1-on-1 coaching, co-teaching, and inter-visitations.
- Implementing a data driven, guided reading program, literacy centers (K-2), literacy stations (3-5) and utilizing the i-Ready program.

**Needs:**
- Implement a blended literacy program, EL Education, in grades K-5, including the foundational skills block for grades K-3, which will provided students with comprehensive, school-wide literacy instruction that is consistent throughout the grades in order to see long-term progress in literacy competence.
- Identify a research-based foundational skills program and provide faculty with professional learning on how to teach phonics and phonemic awareness, design and facilitate data driven guided reading lessons and progress monitor.
- Incorporate the foundational skills program into our literacy block in grades K-3, and provide RtI services for all students, including ELL and SWDs, in order to improve their reading skills.

**Priority Need:**
- Our priority needs is to increase students' literacy competence by improving phonemic awareness, phonics, and comprehension of text through implementing a blended literacy program in all grades K-5 and enhancing our faculty's knowledge on how to teach phonics, phonemic awareness, and comprehension through intensive, year-long professional learning.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, 50% of students in grades 3-5 will meet the growth target on the i-Ready ELA end-of-year diagnostic as compared to the beginning-of-year diagnostic.**
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating</th>
<th>SLT, Faculty, PA, Instructional Cabinet, and Students</th>
<th>May 2018-June 2019</th>
<th>School Leaders, Faculty, SLT, PA, Instructional Cabinet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEP Goal-Setting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Facilitate School Leadership Team (SLT) needs assessment to engage stakeholders in reflecting, goal-setting, and decision-making (May 2018).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Design and revise CEP goal and action plan with SLT, Rigorous Instruction CEP Team, and staff to engage stakeholders in reflecting, goal-setting, and decision-making (May/June 2018).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Align CEP goal with district's goals to contribute to the improvement of learning district wide.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Communicate CEP goals, action plans and Instructional Focus-Connecting Learning to Experience to SLT, Parent Association and staff during September 2018 meetings; align budget to CEP goals and Instructional Focus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Engage faculty and SLT in the development, refinement, and monitoring of our vision and mission statement (May/June 2018).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-During the 2017-2018 school year, our CEP goal was for 60% of our students in grades K-5 to be able to read on or above grade level. We did not meet our goal, and collaboratively decided to modify our goal to include a growth target with progress monitoring in between benchmark diagnostics.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scheduling</th>
<th>Students, Families, Instructional Cabinet, Faculty,</th>
<th>September 2018 – June 2019</th>
<th>School Leaders, Instructional Cabinet, Technology Coordinator, Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Communicate expectations and deadlines for administering ELA i-Ready assessments and interim assessments to classroom teachers (September 2018).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
-Schedule computer lab for i-Ready benchmark assessments.

-Schedule and administer three summative ELA i-Ready benchmark assessments (Beginning-of-Year (September), Mid-Year (January), and End-of-Year (May)) and interim progress monitoring assessments for grades 3-5.

-Provide common planning time for teachers to analyze ELA i-Ready benchmarks and progress monitoring assessments for grades 3-5 in order to identify trends, areas of focus, areas of growth, and design whole group and guided reading lessons.

-Administer and analyze ELA i-Ready Benchmark and progress monitoring assessments for grades K-2 to be used in the 2019-2020 school year.

**Professional Learning**

-Schedule and facilitate professional learning opportunities for teachers to access, analyze, and use data reports from the i-Ready diagnostics, in order to inform instruction.

-Provide SWD and ELL PL for classroom teachers to learn how to analyze data, adapt curriculum to meet the students’ needs by using a multi-sensory approach, incorporate strategies for the CCLS and Next Generation Standards to be achieved, and provide multiple access points into the curriculum.

-Provide inter-visitations and co-teaching opportunities for teachers to observe highly effective practices.

-Schedule Universal Literacy Coach sessions for identified teachers in grades K-2; teachers will work with the coach in 6-week cycles.

**Instruction**

-Design and utilize EL Education blended literacy program that consists of 135-minutes of ELA instruction which includes the following components: (K-2) foundational skills block & content-based literacy block: opening, student work time, closing. (3-5) content-based literacy block incorporating word study and vocabulary, opening, student work time, closing, literacy stations.

-Incorporate i-Ready into literacy stations (3-5) and technology program.
- Design and facilitate daily classroom and ENL teacher facilitated guided reading groups, based on i-Ready benchmark and progress monitoring data.

- Design fourth and fifth grade schedules that are departmentalized and allow teachers to become experts in ELA instruction.

- Provide students with targeted RtI/Tier II based on individual needs and data collected from unit assessments, performance tasks, teacher observations, quizzes, i-Ready data, etc.

- Incorporate differentiated instruction practices and instructional shifts through hands-on, discovery-based strategies to make learning more concrete for students.

- Facilitate centers/stations in grades K-5, providing students with the opportunity to collaborate with peers on tasks to apply what they've learned.

- Provide students in the ENL program with push-in/pull-out instruction in English using intensive ENL methodologies; ENL teachers will collaborate with the classroom teachers to make certain ENL methodologies are being used consistently.

- Provide students with support from the IEP/SETSS teacher, including servicing IEP mandated students, adapting curriculum to meet the students’ needs by using a multi-sensory approach and incorporating strategies for the CCLS to be achieved.

- Establish after-school ELA program standards-based literacy materials.

- Collaborate with CBO to increase students' usage of i-Ready during the after school program.

**Parent Engagement**

- Provide grade level parent workshops that focus on Common Core Learning Standards, Next Generation Standards, ELA curriculum, phonics and phonemic awareness, and specific strategies for ELLs and SWDs.

- Secure resources via community-based organizations that promote building foundational skills at home.

- Provide ELA resources and model reading comprehension strategies for all students, including ELLs and SWDs, during Family Discovery Day.
<table>
<thead>
<tr>
<th><strong>Engaging Stakeholders</strong></th>
<th><strong>Professional Learning</strong></th>
<th><strong>Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments</strong></td>
<td>Schedule and facilitate professional learning cycles on analyzing and utilizing i-Ready data to inform instruction and design guided reading lessons and groups.</td>
<td>Analyze and share i-Ready beginning-of-year and end-of-year assessments and MOSL assessments from the 2017-2018 school year, including that of ELLs and SWDs, with students, parents and teachers.</td>
</tr>
<tr>
<td>- Provide parents and students with students' beginning-of-year, mid-year, and end-of-year i-Ready ELA Diagnostic data.</td>
<td>- Provide teachers of ELLs and SWDs with targeted professional learning on how to support these sub-groups in literacy instruction.</td>
<td>- Analyze and share school-wide trends in i-Ready assessment data during vertical and horizontal inquiry meetings, share best practices, ensure that there is cohesion around ELA instruction and determine next steps based on students' needs, including ENLs and SWDs.</td>
</tr>
<tr>
<td>- Provide parents and students with interim i-Ready ELA data to assess progress towards the goal.</td>
<td>- Schedule and facilitate professional learning with teachers in grades K-2 in collaboration with the Universal Literacy Coach provided by D27, working to develop the knowledge and skills of teachers in the areas of early reading and writing acquisition, instruction and assessment.</td>
<td>- Analyze and share progress monitoring scores with classroom teachers to inform instruction and provide targeted instruction based on individual student's needs.</td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td></td>
<td>- Create and maintain a school-wide data spreadsheet on Google Drive so that push-in providers, cluster and ENL teachers have access to students' assessments.</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Leaders, ENL and IEP Teachers, Technology Coordinator, SLT</strong></td>
<td><strong>Faculty, Students in Grades K-5, Parents,</strong></td>
<td><strong>September 2018-June 2019</strong></td>
</tr>
</tbody>
</table>
- Analyze and share school-wide data during SLT meetings.

**Parent Engagement**

- Provide parent access to web-based resources, i.e. i-Ready and Imagine Learning.
- Facilitate parent workshops planned and hosted by grade-level teams on how to assist your child at home with reading, reading comprehension, ELA curriculum, Common Core Learning Standards and Next Generation Standards.

**Distributive Leadership**

- Design, analyze, refine CEP goals and action plans with CEP Teams and SLT to engage stakeholders in reflection, goal-setting and decision making.
- ELA lead teachers facilitate workshops focused on UDL, the Danielson Framework for Teaching: 3b. Questioning and Discussion Techniques, 3c. Engaging in Students in Learning, and 3d. Using Assessment in Instruction, Common Core Learning Standards, Next Generation Standards, instructional shifts, response to intervention, guided reading groups, facilitating centers and stations, incorporating technology, implementation of instructional strategies for ENL students, and differentiated instruction.
- Select and engage in Curriculum Teams using Next Generation Standards to jointly plan and revise pace and content of curricula and lessons to ensure alignment, progression, and coherence.
- Participate in monthly team leader and Instructional Cabinet meetings to discuss and evaluate effectiveness of programs.
- Share data analyzed during Vertical and Horizontal Inquiry meetings with school community.
- Engage teachers in administrator and teacher-directed inter-visitations to observe highly effective practices and RtI instruction from identified teacher leaders.
- Provide lead teachers with opportunities to attend DOE professional learning sessions and turnkey information to staff to expand content knowledge.
- Engage teachers in ELL and SWD focused professional learning sessions facilitated by IEP and ENL teachers.

<table>
<thead>
<tr>
<th>Faculty, Students</th>
<th>September 2018-June 2019</th>
<th>School Leaders, CEP Teams, IEP and ENL Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Select and engage in Curriculum Teams using Next Generation Standards to jointly plan and revise pace and content of curricula and lessons to ensure alignment, progression, and coherence.

- Assign mentors to new teachers and student teachers to model highly effective practices.

- Provide students with opportunities to reflect on their areas of celebration and focus throughout the school year and in preparation for SLC.

<table>
<thead>
<tr>
<th><strong>Monitoring Progress</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Implement three formal assessment cycles (beginning-of-year - October 2018, mid-year - January 2019, end-of-year - May 2019).</td>
<td>- Analyze i-Ready beginning-of-the-year, mid-year and end-of-year assessments and ELA MOSL assessments from the 2017-2018 school year.</td>
<td>- Analyze New York State ELA Exam Item Analysis information to determine areas of strength and improvement for each student.</td>
</tr>
<tr>
<td>- Utilize i-Ready as a progress monitoring system for students in Tier 2 and Tier 3.</td>
<td>- Analyze school-wide trends in iReady assessment data during vertical and horizontal inquiry meetings, share best practices, ensure that there is cohesion around math instruction and determine next steps based on student need, including ENLs and SWDs.</td>
<td>- Analyze mid-year assessment to ensure progress towards goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Analyze progress towards mid-year CEP goals; make adjustments to action plan as necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Analyze progress monitoring scores to inform instruction and provide targeted ELA instruction based on individual student needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Analyze class and grade-wide trends in i-Ready assessment data during horizontal and vertical inquiry meetings and determine next steps.</td>
</tr>
</tbody>
</table>

Faculty, Students, Families

September 2018- June 2019

School Leaders, Faculty
**Professional Learning**

- Engage teachers in professional learning on how to access i-Ready reports, analyze data, monitor progress and use the data to drive instruction.

**Instruction**

- Analyze the data to assign individualized lessons for students based on identified needs, including ELLs and SWDs.
- Analyze iReady data to bridge learning gaps and form instructional groups.
- Teach students how to self-assess and monitor their own progress in preparation for SLC.
- Use data to drive whole group and small group instruction.
- Engage a variety of teams to monitor and analyze data as well as determine next steps.

**Parent Engagement**

- Share student progress with parents through i-Ready progress reports, ClassDojo and SLC.

**Integral Structures**

- Rigorous Instruction CEP Team
- School Leadership Team
- Instructional Cabinet
- Vertical and Horizontal Inquiry Teams
- Teacher Teams

**Resources**

- i-Ready program
- i-Ready beginning-of-year, mid-year, end-of-year diagnostic
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Facilitate workshops that provide them with foundational skill support to allow them to their children achieve their goals.
- Provide family outreach through community-based organizations promoting building foundational skills at home.
- Provide parents access to all web-based ELA programs, i.e. i-Ready.
- Provide parents with standards and curriculum during Family Night to assist them with helping their children achieve their ELA goals.
- Provide parents with ELA strategies during Family Discovery Day.
- Provide parents/families access to i-Ready.
- Provide parents/families with workshops on i-Ready.
- Provide parent access to web-based resources, i.e. i-Ready and Imagine Learning.
- Facilitate parent workshops planned and hosted by grade-level teams on how to assist your child at home with reading and reading comprehension, including parents of ENLs and SWDs.
- Provide parents with i-Ready log in.
- Facilitate parent workshops to teach parents how to use i-Ready to better assist their children.
- Provide parents with a next steps sheet including reading materials.
- Encourage parents to read with their child.
- Provide parents access to web-based resources.
- Facilitate parent workshops on how to monitor their child's progress on i-Ready.
- Generate reports that can be shared with parents in between benchmarks.

Key Personnel: School Leaders, Parent Coordinator, Classroom Teachers, Cluster Teachers, Paraprofessionals, IEP Teacher, ENL Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

EL Education, Fountas and Pinnell Benchmark System, Leveled Literacy Intervention, iReady ELA, Imagine Learning, Reading A-Z, SMART Boards, Universal Literacy Coach, professional learning workshops, common planning periods, norming and scoring sessions for assessments, ENL teachers, SWD teachers, IEP teacher, guided reading library, Google Suite, Early Reading Matters

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 25% of students in grades 3-5 will meet the growth target on the i-Ready ELA mid-year diagnostic as compared to the beginning-of-year diagnostic.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 5c.</td>
<td>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

P.S. 306 has established a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Our teachers consistently develop and maintain classroom environment expectations and effectively manage student behavior as evidenced by our MOTP data which reports that out of 103 observations, only 2 individual observations received a Developing in Danielson Framework for Teaching component 2d. Managing Student Behavior, all other observations received either Effective or Highly Effective in both components of Domain 2 Classroom Environment. In addition, our scores on the NYC School survey reflected highly positive results in the Supportive Environment domain with 96% positive in the Safety category and 95% positive in the Social-Emotional category.

In an effort to continue to create a safe and secure environment for our students, as well as to support students’ social-emotional growth, our school has adopted Social-Emotional Learning (SEL), Restorative Practices, Positive Behavioral Interventions Supports (PBIS), American School Counseling Association (ASCA) aligned school counseling program, Sanford Harmony Character Education, as well as developed a book of the month program that aligns with the Sanford Harmony curriculum. The purpose of these components is to target specific areas of intervention, enhance social-emotional competencies and provide a holistic approach to enhancing our school culture and climate. In addition, our staff will continue to model professional P.A.C.K. values (Positive, Accountable, Collaborative, and Kind), and with the use of school-wide data track and monitor progress in reducing behavioral incidents, the New York City Academy for Discovery will continue to be a safe place for all students. In addition to the aforementioned qualitative data, impact of this work measured by student-to-student problem-solving conversations mediated by teachers or the school counselor.

According to OORS data we did not met our goal for the 2017-18 school year of a 5% decrease in all levels of recess incidents. For the 2016-17 school year, there was a total of 61 level 1-5 recess incidents; during the 2017-18 school year there was a total of 68 level 1-5 recess incidents. Therefore, we had an 11% increase.

Our teachers and staff received a booster session on reporting incidents accurately during March 2017. Following this booster session, we saw an increase in the reporting of overall incidents. The biggest spike in incidents began occurring in March 2017 following the booster session. Teachers and staff are now reporting all incidents and accidents in an accurate and timely manner. This is likely the reasoning for the 11% increase that occurred during the 2017-18 school year.

We are hoping to see the 5% decrease (4 incidents) during the 2018-19 school year, as by June 2019 we will have two full years of accurately reported OORS data to compare. We will continue to work on decreasing all student incidents occurring in our school with a specific focus placed on decreasing all levels of incidents occurring during the recess periods.

Strengths:
- An increase in accurate and timely submitted reports for incidents and accidents.

- Implementation of multiple research-based programs to support social and emotional growth of students.

**Needs:**

- Decrease the overall number of incidents (Levels 1-5) during recess; both on the playground and in the cafeteria during indoor recess.

- Implement SEL lessons into our curriculum.

**Priority Need:**

- Our priority need is to enhance our faculty and students’ knowledge of the SEL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making), which will help students make better decisions throughout the day.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% decrease (4 incidents) in number of Level 1-5 student incidents occurring during recess measured by OORS as compared to the 2017-18 school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLT, Faculty, PA, Instructional Cabinet, and Students</td>
<td>May 2018-June 2019</td>
<td>School Leaders, Faculty, SLT, PA, Instructional Cabinet, SEL Steering Committee</td>
</tr>
</tbody>
</table>

#### Communicating

**CEP Goal-Setting**

- Facilitate School Leadership Team (SLT) needs assessment to engage stakeholders in reflecting, goal-setting, and decision-making (May 2018).

- Design and revise CEP goal and action plan with SLT, Supportive Environment CEP Team, and staff to engage stakeholders in reflecting, goal-setting, and decision-making (May/June 2018).

- Align CEP goal with district's goals to contribute to the improvement of learning district wide.

- Communicate CEP goal, action plan and Instructional Focus Connecting Learning to Experience to SLT and staff during first set of September 2018 meetings via agenda and staff handbook; align budget to CEP goal and Instructional Focus.

- Engage faculty and SLT in the development, refinement, and monitoring of our vision and mission statement (May/June 2018).

- During the 2017-2018 school year, our CEP goal was to decrease the number of Level 1-5 student incidents that occur during recess by 5%. We did not meet our goal, and will continue to work on this goal during the 2018-2019 school year.

#### Scheduling

**PL**

- Provide teachers with initial training and as needed booster sessions on the Social Emotional Learning (SEL) Handbook as well as implementing the SEL competencies and Sanford Harmony Social-Emotional program curriculum.
-Provide teachers and staff with training on the Staff Crisis Handbook (November 2018).

-Provide teachers/staff with an "Introduction to Restorative Practices" booster session (December 2018).

-Provide school aides with a lunch/recess specific Restorative Practices booster training (January 2019).

-Provide teachers with ongoing professional learning and support for dealing with problem behaviors identified on the minor behavior ClassDojo reports as needed.

-Provide school aides and paraprofessionals with ongoing professional learning in order to increase strategies for dealing with problem behaviors as needed.

Programs

-Sanford Harmony Character Education curriculum is taught according to bi-monthly theme schedule; each grade will present a character trait performance/pep rally.

-School Counselor will implement an 8-week restorative group to teach students about social maturity and behaviors that are appropriate to the situation and environment (Tier II), as needed.

-School Counselor will have a scheduled time daily to support students during lunch/recess periods to assist them with having appropriate and positive interactions and conversations.

-School Counselor will facilitate whole-school read aloud on public announcement system using books that reinforce the positive friendship and bullying prevention messages. Teachers complete follow-up restorative circle discussion of book (October 2018, January 2019, & February 2019).

Direct Lunch/Recess Programs

-Provide specific, scheduled jobs for students who have a difficult time following school rules during lunch/recess.

-One Friday per month (last Friday), students may sit with friends from another class pending positive behavior (Friendly Fridays). This will begin after the mid-year review.
Teams

- SEL Steering Committee will meet monthly to analyze data; update the SEL handbook, incentives menu, and posters as needed; plan activities which coordinate with the character trait of the month; and develop systems to enhance our SEL/PBIS program.

- Safety Committee will meet monthly to discuss recent and ongoing concerns regarding student behavior and student crisis situations affecting the safety of the school community.

Engaging Stakeholders

Staff

- Complete two (February & June) surveys to determine student behavior/relationships and classroom community building progress through the use of SEL and Restorative Practices.

- Provide SEL/PBIS booster emails to all staff; emails will include information about: major student incidents, minor student behaviors, current progress, and any applicable next step suggestions for teachers/staff.

Students

- Positively reinforce P.A.C.K. value student behaviors by providing Dojo points to students; students are able to spend Dojo points on items from their classroom PBIS/Dojo Store or a reward from the incentives menu.

- Display P.A.C.K. behavioral expectation posters for staff, families and students to reference in various locations.

- Facilitate a student poster creation that gives students the opportunity to design a poster that promotes P.A.C.K. values and explains how those values help to prevent bullying.

- Students earn ClassDojo points based on positive behavior and purchase items off incentive menu and from their classroom PBIS/Dojo Store.

- Provide certificates and other incentives to students and classes who have demonstrated the character theme throughout the theme's time frame at the bi-monthly pep rally.
Parents
- Invite parent volunteers to assist in the cafeteria/school yard during lunch and recess.
- Invite the parent community during Family Discovery Day to learn about SEL/PBIS and Restorative Practices.
- Teachers connect with the parents through the ClassDojo app to keep families informed about classroom behaviors and expectations.
- Class Dojo "SEL Weekly" posting to parents providing them with important updates and information about our school community; information connected to SEL.

**Distributive Leadership**

*Committees*
- CEP Teams and SLT analyze, revise and refine CEP goals and action plan to engage stakeholders in reflection, goal-setting and decision making.
- SEL Steering Committee will provide staff with initial professional learning on our SEL/PBIS system.
- Coordinator of SEL Steering Committee provides SEL/PBIS booster emails to all staff. Grade team leaders will lead discussion of important points once a month at grade team meetings.

**Staff**
- Teachers implement SEL program and Sanford Harmony Social-Emotional program curriculums.
- Teachers implement restorative circles in all classrooms with topics that align to Sanford Harmony to help build community and trust within our classrooms (Tier I).
- Teachers facilitate impromptu restorative conferences with students to address concerns and issues (Tier II) on an as needed basis when appropriate.
- School Counselor facilitates restorative conferences that result in the development of restorative contracts with students in conflict, in order to repair the positive, supportive relationships among the participating students (Tier III), as needed.
**Students**

- Students discuss and revise the Student Incentives Menu for use with Dojo points purchasing system.

- Students become self- and socially-aware on managing their behaviors by facilitating the distribution of points on ClassDojo (when appropriate for the class setting and dynamic).

- Students in each grade present a bi-monthly character theme-based pep rally. Students in older grades will vote to determine class winners of the character theme awards to be given out at the pep rallies.

- Provide students with opportunities to affirm each other; students will be able to give affirmations to each other using a classroom affirmation pocket chart.

- Students manage their behaviors through the Social-Emotional Learning mood meter and reflect on feelings/thoughts through the use of restorative conferences.

**Monitoring Progress**

- Analyze and share OORS data from 2017-2018 school year.

- Analyze OORS reports for major behaviors each month throughout the 2018-2019 school year. Share with staff via monthly SEL/PBIS Booster Emails.

- Analyze Dojo data reports for minor behaviors each month following the mid-year review. Share with staff via monthly SEL/PBIS Booster Emails.

- During monthly SEL Steering Committee meetings, discuss trends found in OORS and Dojo data and implement change strategies/provide additional supports as needed. Share new strategies with staff via monthly SEL/PBIS Booster Emails.

- Analyze and share mid-year data to assess progress toward goal via Mid-Year CEP Data Report.

- Complete and analyze the Benchmarks of Quality (BOQ) assessment for effective PBIS implementation and progression (November 2018, March 2019, June 2019). Share information with staff via monthly SEL Booster emails.

- Complete two (February 2019 & June 2019) surveys to determine student behavior/relationships and classroom community building progress through the use of SEL and...
Restorative Practices. Share information with staff via monthly SEL Booster emails.

<table>
<thead>
<tr>
<th>Integral Structures</th>
<th>Teams</th>
<th>September 2018- June 2019</th>
<th>School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Supportive Environment CEP Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-SEL Steering Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Safety Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-School Leadership Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Teacher Teams</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Staff, Families, Students</th>
<th>September 2018- June 2019</th>
<th>School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Reports from the OORS Data Management System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Data reports from Class Dojo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-BOQ assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Staff SEL Surveys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Monthly SEL/PBIS Booster e-mails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Mid-Year and End-of-Year Review of School progress document</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Sanford Harmony Social-Emotional Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-SEL Handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Restorative Practices Handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Staff Crisis Handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Student Incentives Menu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Social-Emotional Learning Mood Meter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
Parents will be supported through parent workshops regarding: Social-Emotional Learning, Class Dojo, School Counseling

Key Personnel: Administration, Parent Coordinator, School Counselor, IEP Teacher, ENL Teachers

Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Student incentives for the Dojo store, CommonSense Media, professional learning sessions for staff and SEL Steering Committee, Sanford Harmony Character Education materials, OORS reports, Book of the Month materials, and Class Dojo.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, there will be a 2% decrease in the number of Level 1-5 student incidents occurring during recess as measured by OORS compared to September 2017-January 2018.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

DORS Reports

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The teachers of P.S. 306 work collaboratively throughout the year in planning, instruction, RtI, data analysis, and professional learning. Our NYC School Survey results for 2017-18 school year, boast an overall score of 4.04 for Collaborative Teachers, which is +0.11 greater than the district average and +0.25 greater than the city average. Throughout the year, teachers work together to improve their practice by engaging in supervisor-directed or self-directed intervisitations, which helped to solidify 100% of teachers scoring Effective or Highly Effective on their last observation of the 2017-18 school year on the Danielson Framework for Teaching component 3c. Engaging Students in Learning.

According to the NYSED, our math scores on the math State exams decreased from 45% of students scoring proficient in 2015-16 to 42% of students scoring proficient in 2016-17. In an effort to increase student math proficiency for the 2017-18 school year, P.S. 306 implemented multiple instructional and professional learning supports for teachers and students. Licenses were purchased for all students in K-5 for the i-Ready math, a program which provides individualized instruction and a valid and reliable growth measure through an online program. Students had access to i-Ready during math centers and stations to support direct instruction and had online access at home. P.S. 306 also partnered with Metamorphosis, a strategic, systemic approach to improving student learning, focused on the instructional core: planning, implementing, reflecting on, and refining lessons based on evidence of student learning or lack thereof. Teachers were provided with year-long mentoring, 1-on-1 coaching, co-teaching, modeling, and intervisitations from the Metamorphosis consultant. Both i-Ready and Metamorphosis provided a solid foundation for teachers' and students' progress in math instruction and content knowledge. Of the 179 students in grades 3-5 who completed both the beginning-of-year and end-of-year i-Ready math diagnostic, 98 students met the growth target. The growth target is the scale score increase that shows that a student has made one year of growth.

- Third Grade - 36/55 (65%) students met their growth target
- Fourth Grade - 34/59 (58%) students met their growth target
- Fifth Grade - 28/65 (43%) students met their growth target

Based on this data, the SLT and our Collaborative Teachers CEP Team determined that during the 2018-19 school year, we can increase our goal to 60% of students will meet the growth target for math.

Strengths:

- Teachers work collaboratively during common planning to revise and refine curriculum based on effectively developed inquiry practices.
- Teachers engage in administrator and teacher-directed inter-visitations to observe best practices in math instruction and implement these practices into their daily math instruction.

**Needs:**

- Provide faculty with professional learning on how to design and facilitate data driven guided math lessons, identify students who will benefit from RtI and progress monitoring.

- Strengthen students' fact fluency.

**Priority Need:**

- Our priority need it to enhance our faculty's content knowledge in mathematics in order to deliver data driven math lessons to increase student proficiency in mathematics content.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 50% of students in grades K-5 will meet the growth target on the i-Ready math end-of-year diagnostic as compared to the beginning-of-year diagnostic.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### Communicating

**CEP Goal-Setting**

- Facilitate School Leadership Team (SLT) needs assessment to engage stakeholders in reflecting, goal-setting, and decision-making (May 2018).

- Design and revise CEP goal and action plan with SLT, Collaborative Teachers CEP Team, and staff to engage stakeholders in reflecting, goal-setting, and decision-making (May/June 2018).

- Align CEP goal with district's goals to contribute to the improvement of learning district wide.

- Communicate CEP goals, action plans and Instructional Focus-Connecting Learning to Experience to SLT, Parent Association and staff during September 2018 meetings; align budget to CEP goals and Instructional Focus.

- Engage faculty and SLT in the development, refinement, and monitoring of our vision and mission statement (May/June 2018).

- Communicate expectations and deadlines for administering math i-Ready assessments and interim assessments to classroom teachers (September 2018).

- During the 2017-2018 school year, our CEP goal was for 40% of our students in grades 3-5 to meet their math growth target. We met our goal, and collaboratively decided to increase the percentage of students to 50% as well as include grades K-2.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLT, Faculty, PA, Instructional Cabinet, and Students</td>
<td>May 2018-June 2019</td>
<td>School Leaders, Faculty, SLT, PA, Instructional Cabinet</td>
</tr>
</tbody>
</table>

#### Scheduling

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, Families, Instructional</td>
<td>September 2018-June 2019</td>
<td>School Leaders, Instructional</td>
</tr>
<tr>
<td>Assessment</td>
<td>Cabinet, Faculty</td>
<td>Cabinet, Technology Coordinator, Faculty</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>- Communicate expectations and deadlines for administering math i-Ready assessments and interim assessments to classroom teachers (September 2018).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Schedule computer lab for i-Ready benchmark assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Schedule and administer three summative math i-Ready benchmark assessments (Beginning-of-Year (September), Mid-Year (January), and End-of-Year (May)) and interim progress monitoring assessments for grades 3-5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide common planning time for teachers to analyze math i-Ready benchmarks and progress monitoring assessments for grades K-5 in order to identify trends, areas of focus, areas of growth, and design whole group and guided math lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Participate in Algebra for All initiative with D27; departmentalize grades 4 and 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Schedule and facilitate professional learning opportunities for teachers to access, analyze, and use data reports from the i-Ready diagnostics, in order to inform instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide SWD and ELL PL for classroom teachers to learn how to analyze data, adapt curriculum to meet the students’ needs by using a multi-sensory approach, incorporate strategies for the CCLS and Next Generation Standards to be achieved, and provide multiple access points into the curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide inter-visitations and co-teaching opportunities for teachers to observe highly effective practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attend summer PD for Algebra 4 All; attend all 5 A4All teachers sessions during 2018-19 SY; attend all 3 administrator A4All leaders trainings during 2018-19; teachers will turn-key information to staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide in-house coaching from Algebra for All/Generation Ready coach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Strengthen school capacity to engage in continuous improvement by participating in learning cycles with Learning Partners Program (LPP) that include math data analysis, labsites, and intervisitations with partnering schools.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Schedule support visits with LPP liaison to lead the learning for our vertical inquiry team.

**Instruction**

- Design and utilize math program that consists of 75-minutes (K-2) or 90-minutes (3-5) of daily math instruction and includes the following components: homework review, problem of the day, mini-lesson, centers/stations (independent work, technology, skills practice, small group/RtI), math journal entry and share out.

- Incorporate i-Ready into math centers (K-2), stations (3-5) and technology program.

- Facilitate daily guided math groups, seeing all students at least twice per week, and math centers and/or stations so students can work in groups to strengthen spiraled math skills, fact fluency, and math vocabulary.

- Provide students with targeted RtI/Tier II based on individual needs and data collected from unit assessments, performance tasks, teacher observations, quizzes, i-Ready data, etc.

- Incorporate differentiated instruction practices and instructional shifts through hands-on, discovery-based math strategies to make learning more concrete for students.

- Facilitate math centers/stations in all grades K-5, providing students the opportunity to collaborate with peers on tasks to apply what they've learned, engage in activities to build fact fluency, incorporate technology through the use of i-Ready Math.

- Implement upside-down teaching model in cohesion with the A4All initiative.

- Provide students in the ENL program with push-in/pull-out instruction in English using intensive ENL methodologies; ENL teachers will collaborate with the classroom teachers to make certain ENL methodologies are being used consistently.

- Provide students with support from the IEP/SETSS teacher, including servicing IEP mandated students, adapting curriculum to meet the students’ needs by using a multi-sensory approach and incorporating strategies for the CCLS to be achieved.

- Establish before school math programs using i-Ready.
- Establish after school math programs for small group math instruction.

- Collaborate with CBO to increase students' usage of i-Ready during the after school program.

- Provide AIS services to all students.

**Parent Engagement**

- Provide grade level parent workshops that focus on Common Core Learning Standards, Next Generation Standards, math curriculum, and specific strategies for ELLs and SWDs.

- Provide math resources and model math strategies for all students, including ELLs and SWDs, during Family Discovery Day.

**Engaging Stakeholders**

**Assessment**

- Provide parents and students with detailed information regarding their individual performance regarding beginning, middle and end-of-year diagnostics.

- Provide parents and students with interim i-Ready data to assess progress towards their goals.

**Professional Learning**

- Schedule and facilitate professional learning cycles on analyzing and utilizing i-Ready data to inform instruction and design guided math lessons and groups.

- Provide teachers of ELLs and SWDs with targeted professional learning on how to support these sub-groups in math instruction.

- Provide teachers with professional learning based on Algebra 4 All, turn-keyed by A4All teacher leaders.

- Provide in-house coaching from Algebra for All/Generation Ready coach.

- Engage in continuous improvement by participating in learning cycles with Learning Partners Program (LPP) that include math data analysis, labsites, and intervisitations with partnering schools.

| Faculty, Students, Parents, | September 2018-June 2019 | School Leaders, ENL and IEP Teachers, Technology Coordinator, SLT |
Data

- Analyze and share i-Ready beginning-of-year and end-of-year assessments and MOSL assessments from the 2017-2018 school year, including that of ELLs and SWDs, with students, parents and teachers.

- Analyze and share school-wide trends in i-Ready assessment data during vertical and horizontal inquiry meetings, share best practices, ensure that there is cohesion around ELA instruction and determine next steps based on students' needs, including ENLs and SWDs.

- Analyze and share progress monitoring scores with classroom teachers to inform instruction and provide targeted instruction based on individual student's needs.

- Create and maintain a school-wide data spreadsheet on Google Drive so that push-in providers, cluster and ENL teachers have access to students' assessments.

- Analyze and share school-wide data during SLT meetings.

Parent Engagement

- Provide parent access to web-based resources, i.e. i-Ready and Imagine Learning.

- Facilitate parent workshops planned and hosted by grade-level teams on how to assist your child at home with the math curriculum, Common Core Learning Standards and Next Generation Standards.

Distributive Leadership

- Design, analyze, refine CEP goals and action plans with CEP Teams and SLT to engage stakeholders in reflection, goal-setting and decision making.

- Math lead teachers facilitate workshops focused on UDL, the Danielson Framework for Teaching: 3b. Questioning and Discussion Techniques, 3c. Engaging in Students in Learning, and 3d. Using Assessment in Instruction, standards for mathematical practices, instructional shifts, Algebra 4 All, response-to-intervention, guided math groups, facilitating math centers and stations, incorporating technology, implementation of instructional strategies for ENL students, differentiated
instruction, fact fluency acquisition strategies, helping students decode word problems, and developing number sense.

- Select and engage in Curriculum Teams using Next Generation Standards to jointly plan and revise pace and content of curricula and lessons to ensure alignment, progression, and coherence.

- Participate in monthly team leader and Instructional Cabinet meetings to discuss and evaluate effectiveness of programs.

- Share data analyzed during Vertical and Horizontal Inquiry meetings with school community.

- Engage teachers in administrator and teacher-directed inter-visitations to observe highly effective practices and RtI instruction from identified teacher leaders.

- Provide lead teachers with opportunities to attend DOE professional learning sessions and turnkey information to staff to expand content knowledge.

- Engage teachers in ELL and SWD focused professional learning sessions facilitated by IEP and ENL teachers.

- Select and engage in Curriculum Teams using Next Generation Standards to jointly plan and revise pace and content of curricula and lessons to ensure alignment, progression, and coherence.

- Assign mentors to new teachers and student teachers to model highly effective practices.

- Provide students with opportunities to reflect on their areas of celebration and focus throughout the school year and in preparation for SLC.

<table>
<thead>
<tr>
<th><strong>Monitoring Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>- Utilize i-Ready as a progress monitoring system for students in Tier 2 and Tier 3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Data</strong></th>
</tr>
</thead>
</table>
- Analyze i-Ready beginning-of-the-year and end-of-year assessments and math MOSL assessments from the 2017-2018 school year.

- Analyze school-wide trends in i-Ready assessment data during vertical and horizontal inquiry meetings, share best practices, ensure that there is cohesion around math instruction and determine next steps based on student need, including ENLs and SWDs.

- Analyze New York State Math Exam Item Analysis information to determine areas of strength and improvement for each student.

- Analyze mid-year assessment to ensure progress towards goals.

- Analyze progress towards mid-year CEP goals; make adjustments to action plan as necessary.

- Analyze progress monitoring scores to inform instruction and provide targeted math instruction based on individual student needs.

- Analyze class and grade-wide trends in i-Ready assessment data during horizontal and vertical inquiry meetings and determine next steps.

*Professional Learning*

- Engage teachers in professional learning on how to access i-Ready reports, analyze data, monitor progress and use the data to drive instruction.

*Instruction*

- Analyze the data to assign individualized lessons for students based on identified needs, including ELLs and SWDs.

- Analyze i-Ready data to bridge learning gaps and form instructional groups.

- Teach students how to self-assess and monitor their own progress in preparation for SLC.

*Parent Engagement*
- Share student progress with parents through i-Ready progress reports, ClassDojo and SLC.

### Integral Structures
- Collaborative Teachers CEP Team
- School Leadership Team
- Instructional Cabinet
- Vertical and Horizontal Inquiry Teams
- Teacher Teams

### Resources
- i-Ready Program
- i-Ready beginning, mid and end of year diagnostics

#### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Go Math program, i-Ready math program, Algebra for All, Generation Ready, Learning Partners Program, professional learning, guided math, math manipulatives, Google Apps for Education, SWD teachers, ENL teachers, IEP teacher

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

#### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, 25% of students in grades 3-5 will meet the growth target on the i-Ready math mid-year diagnostic as compared to the beginning-of-year diagnostic.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-Ready growth checks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

Administrators and teachers at PS 306 engage in a unique professional learning experience with each observation, formal or informal. After the observation, teachers reflect on their practice and rate themselves using the Danielson Framework for Teaching. During the post-observation conference, the administrator and teacher engage in a professional conversation discussing rubric-based evidence from the lesson to identify strengths and next steps to improve practice. Both parties come to a shared understanding of the rating and next steps for each component. Through this process, teacher ratings have increased since the Framework’s inception during the 2013-14 school year. During the 2017-18 school year, teachers engaged in both supervisor-directed and self-led intervisitation to improve individual areas of focus. The impact of this work, quantitatively measured by the Danielson Framework for Teaching as described below, has not only been made evident through this measure, but in teachers’ capacity to engage in self-reflective practices to improve their teaching. It has also increased teachers’ ability to foster student agency through discussions, self and peer assessment practices, and student work products.

Teacher ratings under the Danielson Framework for Teaching component 3c Engaging Students in Learning have been steadily increasing since the inception of the observation process, intervisitation, and professional learning from the TDC. In June 2015, 82.9% of ratings for component 3c were rated either effective or highly effective. By June 2016, 84% of observations for component 3c had been rated effective or highly effective. By June 2017, 90% of teachers were rated either effective or highly effective on their final observation. By June 2018, 100% of teachers were rated effective or highly effective on their final observation.

Strengths:
- Administrators conduct observations; and teachers and administrators engage in meaningful post-observation conferences, discussing rubric-based evidence from the lesson with teachers providing next steps to improve practice.
- Teachers implement suggestions from post-observation conferences; engage in common planning with teams to revise lesson plans.
- Professional learning workshops, modeling, administrator and teacher-led inter-visitations, and targeted professional learning workshops for new teachers.

Needs:
- Student initiation of higher order thinking questions, extension of discussions, and challenging each others’ thinking.
- Student reflection at the end of a lesson to consolidate their thinking and understanding.
-Activities and assignments require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.

**Priority Need:**

-Our priority need is to ensure that all teachers work on consistent structures and systems that will enable all students engage in learning tasks that require high-level student thinking, so that they are learning important and challenging content in a minds-on, hands-on way.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 50% of teachers rated ineffective or developing on their first observation for component 3c. Engaging Students in Learning according to the Danielson Framework for Teaching will increase their rating to effective or highly effective by the final observation.
### Activities/Strategies:

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>SLT, Faculty, Instructional Cabinet and PA</td>
<td>May 2018-June 2019</td>
<td>School Leaders</td>
</tr>
</tbody>
</table>

### Communicating CEP Goal-Setting

- Facilitate School Leadership Team (SLT) needs assessment to engage stakeholders in reflecting, goal-setting, and decision-making (May 2018).

- Design and revise CEP goals and action plans with SLT, Effective School Leadership CEP Team, and faculty to engage stakeholders in reflecting, goal-setting, and decision-making (May/June 2018).

- Align CEP goal with district's goals to contribute to the improvement of learning district wide.

- Communicate CEP goals, action plans and Instructional Focus-Connecting Learning to Experience to SLT, Parent -Association and staff during September 2018 meetings; align budget to CEP goals and Instructional Focus.

- Set expectations for student engagement (September 2018 and ongoing) (unpacking the learning target with students, explicit modeling of the task through a mini-lesson, vocabulary support, designing the success criteria with students, effective utilization of the question matrix by students, integrating SEL competencies into lessons, differentiated/independent stations, guided instruction, differentiated lessons/resources for ENL and SWD, use of accountable talk and student discussion rubrics, evidence of student ownership of learning through use of resources and self- and peer assessment checklists, conferring with students, and reflection).

- Engage faculty, SLT and instructional cabinet in the development, refinement and monitoring of our vision and mission statements (May/June 2018).

- During the 2017-2018 school year, our CEP goal was for 50% of our teachers to increase their rating from ineffective or developing to effective or highly effective by their last
observation. We met our goal, and will continue to work on this goal during the 2018-2019 school year.

**Scheduling**

- Identify, purchase and schedule literacy and math professional learning.

  Provide time for:

  - administrators to meet with EL Education consultants, mentors and teacher leaders to inform reflective practice, goal-setting, and decision-making.

  - teacher teams to design, evaluate, and revise a comprehensive, rigorous, and coherent curricular program that is challenging and standards-based (posted on our Google Suite).

  - inter-visitations, demo-lessons, lab sites, co-teaching and reflection with mentors, lead teachers and consultants to support ongoing and sustainable improvements in quality instructional practices and student learning.

  - provide time for teacher leaders, mentors and administrators to meet with consultants to set goals, reflect on practice, and evaluate processes and structures (guided reading, mathematical discourse, station teaching, etc.)

  - teachers, selected by the consultants, to model lessons for grade level teacher teams to develop instructional and leadership capacity of staff.

  - mentors and teacher leaders to participate in and turnkey on-and off site PL to nurture and sustain a culture of collaboration, trust, learning, and high expectations.

  - IEP teacher to facilitate PL for SE teachers to learn how to design and progress monitor IEP goals, differentiate instruction and facilitate RtI lessons, in order to develop assessment and accountability systems to monitor student progress.

  - ENL teachers to facilitate PL for ELL teachers to learn how to design and revise curricular programs to support ELLs (visuals, build in more group work, use sentence frames, scaffolding, etc.).

  - horizontal and vertical collegial inquiry meetings to analyze student data in order to set goals and evaluate processes and structures via data action model.

  - Social Emotional Learning PL for all staff, designate weekly SEL competency, observe competencies in practice each week, provide follow up e-mails, observe and provide feedback on

| School Leaders, Mentors, Teacher Leaders, Consultants, IEP and ENL Teachers | September 2018-June 2019 | All teachers rated under ADVANCE |
Restorative Circles, and post parent messages on ClassDojo, in order to ensure a system of accountability for every student’s academic and social success.

### Observations

- Meet with teachers at initial planning conferences to design professional goals for the year.

- Observe teachers rated under Advance throughout the 2018-2019 school year to ensure implementation of expectations for student engagement (unpacking the learning target with students, explicit modeling of the task through a mini-lesson, vocabulary support, designing the success criteria with students, effective utilization of the question matrix by students, integrating SEL competencies into lessons, differentiated/independent stations, guided instruction, differentiated lessons/resources for ENL and SWD, use of accountable talk and student discussion rubrics, evidence of student ownership of learning through use of resources and self- and peer assessment checklists, conferring with students, and reflection).

- Norm observation ratings by principal and assistant principal conducting first round of observations together.

- Participate in post-observation conferences after all formal and informal observations; conduct a comparative assessment of data gathered from teacher self-assessment and administrator assessment of low inference notes and synthesize the data to determine strengths and target areas of growth.

- Complete post-observation reflection sheet with guiding questions and work with administration to design next steps.

- Provide teachers with rubric-based feedback that is aligned with professional goals and captures the strengths, challenges and next steps using the Danielson Framework for Teaching.

- Observe teachers after self-led intervisitations to ensure implementation of next steps.

### Engaging Stakeholders

- Invite consultants, partner schools, and teacher experts to share expertise, design and implement innovative approaches, and sustain a learning environment that is connected to students experiences, culture and future.

- Modeling of SEL, deductive and inductive instruction during Family Discovery Day to ensure a system of accountability for every student’s academic and social success.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Teachers Rated Under ADVANCE</th>
<th>September 2018-June 2019</th>
<th>School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaging Stakeholders</strong></td>
<td>Teachers Rated Under ADVANCE</td>
<td>March 2018-June 2019</td>
<td>School Leaders, Teachers Leaders, Partner Schools, Title I Parent Committee, Robin Hood Foundation, EL Education Consultants</td>
</tr>
</tbody>
</table>
- Inform school community of goals and instructional focus through faculty and parent meetings, e-mails, ClassDojo, Twitter and school website, in order to build and sustain positive relationships with staff, families, students, and community partners.

- Create a personalized and motivating learning environment for students through school wide implementation (classroom, clusters, SWD and ENL teachers) of student engagement descriptors.

- Partner with EL Education to implement a blended literacy professional learning grant from the Robin Hood Foundation, in order to ensure the resilience of the school, its growth and learning and improvements.

- Coordinate with EL Education to implement a new literacy program for lower grades that is aligned with teacher and students' needs (emphasis on students receiving direct instruction in phonics and decoding skills until students achieve fluency).

- Partner with Algebra 4 All initiative to increase instructional capacity in mathematics.

- Collaborate with Learning Partners Program cohort to identify problems of practice and implement change strategies.

- Provide in-house coaching sessions with A4All/Generation Ready liaison.

- Provide in-house coaching sessions with Universal Literacy Coach.

- Collaborate with Title I Parent Committee to identify, advocate and allocate funds for family workshops that are connected to our Instructional Focus-Connecting Learning to Experience.

- Participate in District ELL and SWD PL.

**Professional Learning**

- Identify new teachers who will need mentors and assign them to a mentor; design a mentoring schedule for 1:1 meeting and co-teaching opportunities.

- Utilize teacher observation data to design 3c professional learning sessions that will be presented by assistant principal and/or teachers.

<table>
<thead>
<tr>
<th>Teachers Rated Under ADVANCE</th>
<th>June 2018-June 2019</th>
<th>School Leaders, Teachers Leaders, Mentors, EL Education Consultants</th>
</tr>
</thead>
</table>
Provide professional learning for all faculty on Framework for Teaching component 3c. Engaging Students in Learning focusing on hands-on, minds-on learning, and developing critical thinking skills for all students, including ELLs and SWDs.

Provide professional learning for all faculty on incorporating differentiated instruction practices, UDL, CCR, CCLS, SEL, questioning and discussion techniques, and Instructional Shifts into daily lessons.

Provide ENL teachers and cluster teachers with opportunities to attend content specific professional learning outside of the school and turnkey the information to the staff.

Facilitate targeted professional learning around 3c. implemented by the team selected by the TDC during the 2016-17 school year.

Allocate time for teachers to modify and refine questions, activities, lesson plans, curriculum maps, etc. based on knowledge from professional learning.

Engage teachers in intervisitations and learning walks to observe best practices to implement into their instructional practice.


Provide inter- and intra-school professional learning opportunities via Algebra for All, Universal Literacy Coach and Learning Partners Program affiliates.

**Distributive Leadership**

- CEP Teams and SLT analyze, revise and refine CEP goals and action plan to engage stakeholders in reflection, goal-setting and decision making.

- Identify lead teachers to share expertise with faculty to enhance their understanding of diverse instructional strategies to accommodate various learning styles such as differentiated instruction, small-group instruction, guided reading, skills-focused lessons, RtI, and learning centers/stations.

- Identify and provide coverage for lead teachers to attend off site PL and turnkey the information to faculty to share innovative approaches to improving learning, work and practice.
- Provide teachers with time to learn and modify the EL program and design the writing curriculum that integrates basic and higher levels of thinking throughout and provides opportunities for students to construct meaning.

- Provide teachers and paraprofessionals with an opportunity to select and engage in Curriculum Teams (word study, reading, writing, math and science) using Next Generation Standards to jointly plan and revise pace and content of curricula and lessons to ensure alignment, progression, and coherence.

- Revise and assess progress towards our mid-year goal and revise the action plans within CEP teams in September 2018, February 2019 and June 2019.

- Provide mentors for new teacher and student teachers from Queens College, St. Joseph’s College and New York City Teaching Academy.

- Discuss and evaluate the effectiveness of programs during monthly team leader and Instructional Cabinet meetings.

- Evaluate strategic processes and structures to promote continuous and sustainable improvement through horizontal and vertical collegial inquiry meetings.

- Collaborate with IEP teacher to provide targeted SWD PL for all special education teachers.

<table>
<thead>
<tr>
<th>Parent Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Facilitate parent workshops planned and hosted by grade-level teams, ENL and SWD teachers, and Office of School Health to inform and teach families about the curriculum, Next Generation Standards, math, homework, testing, SEL, etc.</td>
</tr>
<tr>
<td>- Provide opportunities for parent/student in-class projects connected to the curriculum.</td>
</tr>
</tbody>
</table>

**Parent Community**

**September 2018-June 2019**

School Leaders, all teachers, including ENL and SWD teachers, Office of School Health

**Monitoring Progress**

- Analyze teacher observation data from June 2017 to identify the percentage of ineffective, developing, effective and highly effective ratings in engaging students in learning (3c).
- Norm observations with AP and TDEC, and create a schedule of observations with AP.

- Meet with teachers at initial planning conferences to review last year’s MOTP data and design professional goals.

- Design mentor and co-teaching schedule, based on teacher performance, new to the school, new to the grade/cluster program, etc.

- Observe all teachers including classroom, clusters, SWD and ENL, employ expectations for student engagement and different learning modalities in the classroom (whole group, small group, peer:peer, small group collaboration, self-directed online learning) based on lesson objectives, data and students’ needs.

- Provide post-observation conferences, after formal and informal observations, where teachers reflect on the lesson, rate their practice and design their next steps.

- Provide instructional feedback and resources, and refer to implementation or lack of implementation of next steps listed in prior observations.

- Schedule inter-visitations, demo-lessons, lab sites, co-teaching and reflection with mentors, lead teachers and consultants (whole group instruction, small group instruction, guided reading, skills-focused lessons, RtI, and learning centers/stations).

- Analyze Advance data after each round of observations to identify trends in teacher practice (strengths and areas of focus), and monitor the effectiveness of PL.

- Utilize Advance data to identify teachers who are not making sufficient progress (provide 1:1 mentoring, additional inter-visitations and demo lessons, consider reassignment for next year, extend tenure, terminate).

- Coordinate self-directed inter-visitations connected to observation data and mid-year planning conferences.

- Provide at least one follow up e-mail between observations to follow up on areas of focus.

- Participate in conversations with teachers about next steps and impact on student achievement.

- Collect and analyze student work as evidence of growth in 3c for all students including ENLs, SWD, highest performing, lowest third, etc.
- Observe Student Led Conferences to determine if students had opportunities to reflect and gain ownership of their learning (able to identify strengths and goals).

- Analyze F&P data with grade level teams and instructional cabinet to assess student growth, and monitor the effectiveness of ERM.

- Analyze iReady data with grade level teams and instructional cabinet to assess student growth.

### Integral Structures

- Effective School Leadership CEP Team
- Professional Learning Committee
- SEL Steering Committee
- Teacher Team Meetings
- Professional Learning Workshops (District, school, and EL Education)
- Vertical and Horizontal Inquiry Teams
- School Leadership Team
- Instructional Cabinet

### Resources

- Provide teachers with post-observation resources that include but are not limited to self-reflection sheet with guiding questions, articles, strategies, inter-visitations, professional learning targeted to areas of focus, coaching sessions, mentoring, consultants, etc.

- Provide access to documents such as: UDL guidelines, DOK levels, Hess's Cognitive Rigor Matrix for ELA/math/science, question matrix, Academic and Personal Behaviors, College and Career Readiness Handbook, SEL Handbook, etc.

- Create student resource packets to increase student independence and ownership of learning (rubrics, self and peer assessment checklists, accountable talk stems, question matrix, etc.)

### 3b – Parent and Family Engagement

2018-19 CEP
How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be supported through parent workshops regarding: ELA and math strategies, homework, test preparation, social-emotional learning

Key Personnel: Administration, Parent Coordinator, School Counselor, Classroom Teachers, Cluster Teachers, Paraprofessionals, IEP Teacher, ENL Teachers

## Part 4 – Budget and Resource Alignment

### Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Danielson Framework for Teaching, articles, webinars, WeTeachNYC.org, ENL teachers, mentors, lead teachers, intervisitations, professional learning sessions

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th>X</th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>X</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

## Part 5 – Progress Monitoring

### Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 20% of teachers rated ineffective or developing on their first observation for component 3c. Engaging Students in Learning according to the Danielson Framework for Teaching will increase their rating to effective or highly effective by the second observation.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ADVANCE MOTP Ratings

### Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

At the end of the 2015-16 school year, we piloted the Student Led Conferences (SLC) initiative in our fifth grade and pre-kindergarten. Through SLC, which occur during Parent Teacher Conferences, students took ownership of their learning, analyzed their strengths and areas for improvement and had the opportunity to share that data with their parents. SLCs are a unique way to increase parent engagement in their child’s education. With an overwhelming response from parents, teachers, and students, we implemented SLC in all grades for the 2016-17 school year. The impact of this work is evident in the rich conversations between students and parents, where students, in all grades K-5, eloquently describe how they developed and achieved their goals or identified next steps for content area work products.

After reviewing the parent attendance data for SLC for November 2017 and March 2017, we discovered that 84% of our parent community attended the November 2017 SLC and 82% attended the March SLC. We continue to seek to increase parent attendance during SLC for the 2018-19 school year.

Strengths:
- Implementing Student Led Conferences in all grades PK-5 for November, March, and May for the 2018-19 school year

Needs:
- Increase parent attendance during SLC.
- Provide translation services during SLC.
- Provide parents with the opportunity to attend SLC during Parent Engagement time on Tuesdays, before or after SLC, or at another time that works best for them.

Priority Need:
- Our priority need is to encourage parents to take an active role in their child’s education by participating in SLC, in order for them to understand their child’s areas of celebration and focus.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the...
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By March 2019, we will foster positive parent engagement by increasing parent participation during the March 2019 Student Led Conferences by 5% as compared to the March 2018 Student Led Conferences measured by sign-in sheets. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Communicating</th>
<th>SLT, Staff, Instructional Cabinet and PA, parent community</th>
<th>May 2018- March 2019</th>
<th>School Leaders, Team Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEP Goal-Setting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Facilitate School Leadership Team (SLT) needs assessment to engage stakeholders in reflecting, goal-setting, and decision-making (May 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Design and revise CEP goal and action plan with SLT, Strong Family-Community Ties CEP Team, and staff to engage stakeholders in reflecting, goal-setting, and decision-making (May/June 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Align CEP goal with district's goals to contribute to the improvement of learning district wide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Communicate CEP goal, action plan and Instructional Focus-Connecting Learning to Experience to SLT and staff during first set of September 2018 meetings via agenda and staff handbook; align budget to CEP goal and Instructional Focus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-During the 2017-2018 school year, 84% of 420 families participated in SLC. Our goal is to increase the number of families who participate in our March 2019 SLC by 5%.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scheduling</strong></td>
<td>All stakeholders: Faculty, staff, students Pk-5, including ENLs and SWDs, all families</td>
<td>May 2018- March 2019</td>
<td>School Leaders, Teachers, Staff, Parent Coordinator</td>
</tr>
<tr>
<td>-Identify two SLC dates via SBO (May 2018).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Schedule TLAs and TTM to inform teachers of class goals and expectations for collecting data for SLC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Provide the parents with SLC dates in beginning of school year via Family Handbook, ClassDojo, PA meetings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Schedule parent appointments for upcoming SLC during Family Night in September 2018 for November SLC and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
during November 2018 SLC for March 2019 SLC.

- Distribute translated school-based letters to families two weeks prior to SLC to allow timely scheduling of conferences.

- Distribute personalized, student-created invitation letters to student’s family two weeks prior to conferences.

- Offer flexible meeting times for parents who cannot attend SLC to promote engagement in their child’s education, i.e. Tuesday afternoons, before/after school, phone conferences, video conferences, etc.

- Implement reminders by teachers and parent coordinator via ClassDojo, Blackboard Connect, school invitation letters.

- Provide 1-to-1 paraprofessionals with opportunities to meet with their students’ parents.

- Schedule resource fair during November 2018 and March 2019 SLC to provide parents with community based resources.

- Schedule art fair during November 2018 SLC and Science Fair during March 2019 SLC to increase parent engagement and involvement.

- Schedule periods during the day for students to collect, analyze, and discuss their data portfolio to promote ownership of learning and accountability for one’s own academic success.

**Engaging Stakeholders**

- Communicate CEP goal to all stakeholders via Family Night, PA meetings, staff meetings, SLC invitation letters.

- Share data and action plan for mid-year progress and end-of-year CEP

**All stakeholders: Faculty, staff, students Pk-5, including ENLs and SWDs, all families**

**September 2018-June 2019**

**School Leaders, Teachers, Staff, Parent Coordinator**
consolidation with staff and parent community.

- Design and refine action plan with CEP Teams and SLT throughout the school year.

**Staff**

- Identify a class goal, include it on the sign-in sheet, communicate it to the class and parent community via invitation letters, and ClassDojo.

- Disseminate SLC goals and expectations for each class during TLA and TTM.

- Parent Coordinator meets with new parent/caregivers to inform them of SLC and to help bridge communications between home, school, and community.

- Forge a stronger relationship with parents by having parent coordinator attend all parent events.

- Parent Coordinator and teachers will reach out to families who haven’t signed up for SLC to encourage participation.

- Follow up with parents that do not attend SLC; schedule SLC for another date/time up to two weeks after.

**Students**

- Encourage students to create personalized invitations for their families to increase participation and express the importance of SLC.

- Students to collect and analyze data in their portfolio to promote ownership of learning and accountability for one’s own academic success.
- Students earn ‘Engagement’ Dojo points for participating in SLC.

**Parents**

- Inform parents about the impact the parent-school relationship has on student achievement (ex: a flyer explaining the benefits, October 2018 & February 2019).

- Invite parents via Blackboard Connect, Class Dojo, invitation letter, posters, and school calendar to expand outreach and help parents understand the benefits of their participation in their child’s education.

- Translate invitation letters into Spanish and other languages when possible at least two weeks in advance; send second notice letters.

- Design and display SLC banners throughout the school to increase visibility and awareness about SLC.

- Share video on school website of SLC to increase understanding, excitement and encourage parent participation.

- Designate a class parent who will support each class in meeting their class goal via email or phone list.

**Distributive Leadership**

- CEP Teams and SLT analyze, revise and refine CEP goals and action plan to engage stakeholders in reflection, goal-setting and decision making.

- Teachers serve as liaisons between the school, students, and parent community to communicate, build, foster, strengthen, and maintain a shared goal of improving student outcomes.

| All stakeholders: Faculty, students Pk-5, including ENLs and SWDs, all families | September 2018 - June 2019 | School Leaders, Teachers, Staff, Parent Coordinator |
- Designate class parents to improve parent participation in school functioning and increase parent participation in SLC.

- Students create personalized invitations inviting parents to SLC further cementing the importance of school and family ties.

- Students students to collect, analyze, and discuss their data portfolio to promote ownership of learning and accountability for one’s own academic success.

- Encourage students to promote SLC during dismissal and intake, two weeks prior to each event.

### Monitoring Progress

- Analyze data from November 2017 and March 2018 SLC parent sign-in sheets; identify a number of students per class equivalent to exceeding the goal; establish a goal per class; include goal on individual class sign-in sheets.

- Create school-wide sign-in sheets to track data, include total number of parents and class goal percentage for November 2018 and March 2019 conferences.

- Share class goal with families via invitation letters, ClassDojo.

- Update and remind parents about SLC, the class goal, and the impact of their participation in their child’s education via ClassDojo and school website.

- Monitor sign-in sheets by teacher to ensure all parents are signing in.

- Ensure sign-in sheets are updated during meetings which happen outside of SLC designed times, i.e. Tuesday Parent Engagement time, before/after school meetings, phone conferences, video conferences, etc.

| Teachers, Parent Coordinator | September 2018 - June 2019 | School Leaders, Teachers, Parent Coordinator |
- Submit all sign-in sheets to the Parent Coordinator by November 30, 2018 and March 30, 2019

- Parent Coordinator collects and analyzes the data from sign in sheets; completes midyear and end of year Review of School Progress document

- Post progress of goal on ClassDojo Story for individual classes and school-wide School Story

- Share progress towards mid-year and end-of-year CEP goals during Instructional Cabinet meetings, grade-level team meetings, staff meetings, SLT meetings, PA meetings, Title 1 Parent meetings, Family Night, SLC, ClassDojo

**NYC Parent Survey**

- 64% of our parent community completed the survey in March of 2018 compared to 84% in March of 2017; share data with staff and school community via SLT, Instructional Cabinet, staff meetings, grade-level team meetings, Family Night, November 2018 SLC, and PA meetings

- Distribute the 2019 NYC School Survey during March Student Led Conferences

- Implement the completion of NYC Parent Survey in the classroom, prior to engaging in the SLC; provide incentives (raffles, Dojo points, prizes, etc.)

- Teachers monitor the number of parents in their class who completed the survey.

- Ask parents for a printed or emailed confirmation of survey, if completed online.

- Parent Coordinator and classroom teachers reaches out to parents to remind them to fill out the survey via Class Dojo and Blackboard Connect
Survey completion percentages are shared with the parent community via ClassDojo for individual classes and school.

<table>
<thead>
<tr>
<th><strong>Integral Structures</strong></th>
<th>Teams</th>
<th>September 2018- June 2019</th>
<th>School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Strong Family and Community Ties Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instructional Cabinet Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Team Leader and Teacher Teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School Leadership Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Parent Association</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th>Families, Staff, Students</th>
<th>September 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Community-based resources for resource fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ClassDojo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Blackboard Connect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Translation Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Class sign-in sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mid-year and end-of-year Review of School Progress document</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Greater Ridgewood Youth Council

Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Blackboard Connect, ClassDojo, invitation letters, 2018-19 NYC School Surveys, translators, translation phone services, school-wide event calendar, e-mails, parent coordinator, flyers, CBO Resources

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, we will foster positive parent engagement by increasing parent participation during the November 2018 Student Led Conferences by 5% as compared to the November 2017 Student Led Conferences measured by sign-in sheets.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign-in sheets from November/March Parent Teacher Conferences, Tuesday Parent Engagement Time

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>- State ELA exam</td>
<td>- EL Education</td>
<td>- Whole group</td>
<td>- Before, during, and after school</td>
</tr>
<tr>
<td></td>
<td>- Fountas &amp; Pinnell reading level</td>
<td>- shared reading/writing, read aloud, interactive reading/writing, reading/writing workshop, guided reading/writing, close reading, RtI</td>
<td>- Small group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- NYC Writing Performance Task Baseline Assessment</td>
<td></td>
<td>- RtI Tier I, II, III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- teacher observations</td>
<td></td>
<td>- Push-in, pull-out models for RtI and ENL services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- i-Ready ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>- State Math exam</td>
<td>- Teach and share</td>
<td>- Whole group</td>
<td>- Before, during, and after school</td>
</tr>
<tr>
<td></td>
<td>- GoMath Baseline, mid-year, and end-of-year assessments</td>
<td>- guided practice</td>
<td>- Small group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- GoMath performance tasks, chapter tests and unit tests</td>
<td>- fluency building</td>
<td>- RtI Tier I, II, III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- teacher observations</td>
<td>- problem of the day</td>
<td>- Push-in, pull-out models for RtI and ENL services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- i-Ready Math</td>
<td>- explicit modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- strategy re-teach-Tier I, II, III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- guided math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>- Science state exam</td>
<td>- Amplify Science</td>
<td>- Whole group</td>
<td>During school</td>
</tr>
<tr>
<td></td>
<td>- Science unit tests</td>
<td>- Teach, model, hands-on-experience, re-teach, guided practice</td>
<td>- Small group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Science performance task</td>
<td></td>
<td>- RtI Tier I, II, III</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies performance task</td>
<td>Passport to Social Studies</td>
<td>Balanced Literacy: shared reading/writing, read aloud, interactive reading/writing, reading/writing workshop, guided reading/writing, close reading</td>
<td>Whole group</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher/parent referral, IEP, OORS reports, minor behavior forms, teacher anecdotal records</td>
<td>-Mandated counseling sessions, at-risk counseling sessions, SEL, PBIS, Restorative Justice</td>
<td>-Whole group</td>
<td>-Small group</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:  

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | Our school has 10 STH as of June 26, 2018. |

   2. Please describe the services you are planning to provide to the STH population.

   **Services for STH:**
   - School uniforms
   - School supplies two times per year: backpacks, notebooks, pencils, paper, erasers, post-its, etc.
   - School trips
   - Resources for families
   - At-Risk Counseling (as needed) and community-based counseling resources
   - AIS in ELA, math and ENL before and during school programs

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
### 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

Directions:
- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All of our staff members are highly qualified and certified to teach in their appointed positions. When recruiting teachers for vacancy positions, a team, comprised of administration and teaching staff, interviews and selects teachers with certifications that match our vacancies. If there is a change in teaching assignment, we ascertain that the teacher takes appropriate coursework to meet the certification requirements for their new certification area.

All staff is provided with weekly professional learning based on need, which is either self-, team-, or school-directed. Staff is also encouraged to seek off-site professional learning, view webinars, and facilitate professional learning for their peers. Teachers are informed of leadership opportunities through the DOE and are supported in their professional growth.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional learning for school leaders, teachers, and paraprofessionals is ongoing and is based on the needs of staff members. Professional learning is chosen and designed according to self, grade, and school identified needs and observed needs as measured by the Danielson Framework for Teaching observations conducted by school leaders.

We have established a professional learning committee made up of administrators, teachers and paraprofessionals. The professional learning committee meets on a monthly basis to discuss the needs of the staff and make recommendations to the principal about professional learning that is needed. Professional learning is then offered at a school-wide level during the contractual professional learning times after dismissal on Mondays. If the sessions that are being offered do not meet the needs of individual teachers or grade levels, those teachers and grades have the option to plan for self-guided professional learning opportunities that target various content areas or individual needs. Professional learning is led by school leaders, team leaders, and/or teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

In May of 2018, the incoming Pre-K families were provided with a Welcome to Pre-Kindergarten Workshop. The workshop was presented by the PK team, who provided families with an overview of PK. This year's PK students practiced eating lunch in the cafeteria and also visited the kindergarten classrooms to help prepare them for the new environment. At the beginning of the 2018-2019 school-year, we will invite our K parents to a Welcome to Kindergarten Workshop during Family Night, facilitated by the kindergarten teachers. Parents will have the opportunity to tour the school and visit kindergarten classrooms and meet their child's classroom and cluster teachers. During the meeting, teachers will review the school's mission, vision and instructional focus, discuss the Family Handbook, curriculum and academic expectations, as well as explain classroom and school procedures such as homework, school trips, lunch program, and behavior expectations. Parents will be able to meet other staff members including the principal, assistant principal, parent coordinator, cluster teachers, IEP teacher, and school counselor.

The Assessment Team (school psychologist, social worker, family worker, IEP teacher), in collaboration with school leaders, identifies incoming ‘Turning 5’ students to ensure that the school is prepared to meet the needs of each individual student according to their Individualized Education Plan (IEP). The school works to provide each student with their Least Restrictive Setting, SETSS, and related services (OT, PT, counseling).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school uses multiple assessment tools throughout the school year to assess student performance and progress in a given area.

Assessments and measures used by the school are EL Education blended literacy reading and writing assessments, Social Studies, and Science tasks, Fountas & Pinnell Benchmark System, i-Ready ELA/math diagnostics, Go Math chapter tests and tasks, and Passport to Social Studies end-of-unit assessments. The decision to use these programs was made collaboratively by school leaders and teachers based on research and effectiveness through use. Professional learning is provided for all staff on how to administer the assessments, score the assessments, analyze the data, and create action plans to address the needs as implicated by the data.
4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated.

**On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$182,262.00</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$23,675.00</td>
<td>X</td>
<td>Sections 5A, 5C</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
<td>Sections 5A, 5C</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$2,613.00</td>
<td>X</td>
<td>Sections 5A, 5C, 5E</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,659,790.00</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a *Parent and Family Engagement Policy* in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The *School-Parent Compact (SPC)* is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S.306, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 306 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>-providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>-providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>-fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>-providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>-sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
-providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

**Parental Involvement and School Quality**

Our Title I Parent Involvement Policy was designed by the Parents Association and School Leadership Team. In order to increase and improve parent involvement/engagement and school quality we will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118,

and other applicable sections under the ESSA;
Encouraging School-Level Parental Involvement

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 306, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:
-using academic learning time efficiently;
-respecting cultural, racial and ethnic differences;
-implementing a curriculum aligned to the Common Core State Learning Standards;
-offering high quality instruction in all content areas;
-providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

**Support home-school relationships and improve communication by:**

- conducting student-led conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

**Provide parents reasonable access to staff by:**

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class as a class parent, and to observe classroom activities;
-planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time and every day as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- assist my child in completing homework tasks (when necessary) and that homework is completed;

- ensure my child reads or is read to everyday for at least 15 minutes and discuss with him/her what he/she is child reading; follow and adhere to the school's grading policy; follow and adhere to the school's cell phone policy; ensure that my child comes to school dresses in his/her school uniform;

- set limits to the amount of time my child watches television, plays video games, uses tablets and other technology; monitor my child's use of technology and social media, to ensure it’s appropriate and safe;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education by attending workshops provided by school, Student-Led, etc.;
communicate regularly with my child’s teacher about educational needs and stay informed about their education by reading and responding to all notices received from the school or district;

respond to surveys, feedback forms, notices, and trip slips when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

- follow and adhere to the school’s grading policy; complete my homework and submit all assignments on time and to the best of my ability;

- follow the school rules, expectations, and be responsible for my actions;

- show respect for myself, other people and property; follow and adhere to the school's cell phone policy; wear my school uniform everyday;

- try to resolve disagreements or conflicts peacefully; use technology and social media appropriately and safely; limiting use during non-school hours;

- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: ___________</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ______</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
</tr>
<tr>
<td># of content area teachers: ______</td>
</tr>
</tbody>
</table>
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

Begin description here: An analysis of our current NYSESLAT and our NYSITELL data, shows that we have 3 broad areas of need at our school: K-2 entering and emerging ELLs that need to develop more language, 2-5 entering and emerging ELL’s that are new to the country and need basic English language support, and 2-5 long term ELL students that do not have low scores in listening and speaking in English, but struggle to make gains in reading and writing. In order to meet the needs of these 3 groups of students, we have decided to implement an ELL before-school program that will provide sheltered ENL instruction that is specific to the needs of our 3 identified ELL subgroups. An invitation letter will be sent out to students and a schedule has been established as to which students will be in attendance. Our ELL before-school program will feature small-group instruction at a 10:1 ratio. Students in the 2-5 language development subgroups will receive instruction that will be organized around Imagine Learning and Rosetta Stone, which includes phonics, reading comprehension and vocabulary. Building the instructional program for this subgroup around these computer programs will allow our ELL students to build the English vocabulary that they are lacking, and will allow students to practice communication skills through meaningful content. The before-school program will also provide scaffolding for the material that the ELL students encounter in their mainstream classes. Our before-school program will meet on Thursday and Friday from 7:30 to 8:15 AM and will be taught by certified ENL teachers. The program will run from October 2018 through June 2019. Depending on enrollment, we hope to service 30 ELL students in grades 2-5.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ______

Professional development for teachers serving ELL learners is embedded into Monday afternoon school-wide professional development sessions. Discussing the needs and instruction of ELL learners is required at our school and facilitators always discuss, address, and incorporate ELL needs and practices in their presentations. For example, professional development sessions on common place school-based instructional practices such as guided reading, small group instruction, and questioning and discussion address how teachers can adjust and modify mainstream instruction in order to better serve the ELL students in their classes. Professional
### Part C: Professional Development

Development for teachers serving ELL students is also embedded in collaborative teacher team activities. During weekly 45 minute common planning times and bi-monthly inquiry sessions, ELL providers and team leaders collaborate to support ELL students by coming up with ideas and strategies to modify curricula, lessons and assessments. In order to support ELLs and former ELLs, SIFE long term ELLs and ELLS with IEPs, ENL teachers attend in-service professional development from September to June offered by DELLs. The topics include: Meeting the needs of Diverse learners in grades K-5, Addressing the Vocabulary needs of ELLs, Instructional Practices for ELLs Promoting Quality Educational Opportunities for ELLs, CCLS for ELLs in Math and ELA, and Blueprint for ELLs success. These workshops consist of planning sessions targeting specific instructional objectives and outlining the activities for each session. The ELL teachers attending network professional development workshops will turn key to the staff during Monday professional learning time from 2:45-3:55 P.M. Teachers plan collaboratively weekly during common preps, analyze student work, and discuss student progress and performance, as well as sharing best practices in order to better prepare the students for the NYS exams. Staff will also be invited to attend an in-house professional development provided by CITE. Teachers also participate in off-site ELL PL provided by the district.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ____

In an effort to keep parents and guardians engaged and informed of their childs’ education, workshops will be offered to them throughout the school year and during our various parent events such as our breakfast celebrations. Our parents and guardians are notified of these events by our monthly school calendar, school wide and grade level newsletters, Class Dojo, our school website and Twitter account, phone call reminders and flyers with a tear off section to gauge how many parents will attend. ELL professional development will be made available to all parents of ELLs once every semester. Parents will be presented with materials, resources and strategies that they may use to help their children at home. Our two ENL teachers, along with our Parent Coordinator and grade level team leaders will design and deliver these workshops throughout the school year. Topics of the workshops include Literacy and Math strategies for ELLs, where teaching strategies will be modeled for parents, giving them the opportunity to interact with their children and practice those strategies during the demonstration. Other topics will include NYSESLAT and test prep strategies, homework help, guidance workshop, and using technology. These workshops will reinforce instructional strategies that the teachers have been using to support the children in their classrooms. Workshops will be offered in English and in Spanish to encourage participation; specific workshops targeting Spanish speaking parents will also be offered in order to encourage our largest language constituency of ELL parents to attend. Translation services will also be available should any parent/guardian require them. The dates for the parent workshops are as follows: September 13, 2018, November 14, 2018, March 13, 2019 and May 15, 2019 to coincide with parent teacher conferences.
### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>306</td>
</tr>
</tbody>
</table>

School Name: New York City Academy for Discovery

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal: Cheryl-Ann Leone
Assistant Principal: Jessica L. Marciano
Coach
ENL (English as a New Language)/Bilingual Teacher: Nazima Ally, Amanda Francavill
School Counselor: Jennifer Brosius
Teacher/Subject Area: Kaitlyn Comastri/G4 ENL
Parent: Mr. Sarmiento
Teacher/Subject Area: Brenda Larsen/G3 ENL
Parent Coordinator: Eileen Otero
Related-Service Provider: Jaclyn DeMonte/IEP Teacher
Field Support Center Staff Member: type here
Superintendent: Jennifer Ambert
Other (Name and Title): Rebecca Wasser/G1 ENLKristin S

C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| Number of certified ENL teachers currently teaching in the ENL program | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | |
| Number of teachers who hold both a bilingual extension and TESOL certification | |
| Number of certified ENL teachers not currently teaching in the ENL program | |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 2 |
| Number of special education teachers with bilingual extensions | |

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  Yes ☒ No ☐
  If yes, indicate language(s):

- Dual language program (DL)  Yes ☒ No ☐
  If yes, indicate language(s):

- Freestanding ENL  Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Our school uses NYSITELL and NYSESLAT data, Skills Block Assessments, Fountas and Pinnell running records, ELA MOSL Performance Task data, i-Ready ELA and Math assessments, weekly conference logs during guided groups, RLAT/RNMR/EDAT reports and common core standards as an indicator of student literacy skills. Our instructional cabinet, made up of grade leaders, ENL teachers, IEP teachers, and content area members, will analyze the data and trends across the year. Data based on last year’s Fountas and Pinnell and the year prior indicated that ELLs and general education students needed growth in vocabulary and fluency. Those areas were supplemented by the ENL staff by using context and comprehension strategies and introducing grammar components based on language level. This year’s increase in ELL population size within grades K-2 indicate a need for guided reading and guided writing to build students’ skills and prepare them for more challenging
classwork and exams. An analysis of the ELA MOSL data showed us that our ELL students needed more prior knowledge and background knowledge in order to complete the reading and written tasks.

2. What structures do you have in place to support this effort?
The structures that are in place to support this effort include increasing time on task for work assigned, simplifying instructions for the task, modeling skills and providing continual practice on concepts that are not clear to the students as well as using more hands on and visual materials. The ENL teachers also provide small group assessment accommodations for these formative or curriculum-embedded assessments. ENL teachers provide small group instruction during ELA using EL Education blended-literacy program. During this time, ENL teachers co-teach or parallel teach, providing students with content-rich literacy instruction or foundational skills, in small group or 1-on-1 instruction. In addition to opportunities to engage in research-based, web-based programs such as i-Ready and Imagine Learning. We plan to continue using data to inform instructional goals within the ENL program based on incoming NYSITELL data, EL Education Skills Block assessment data, Fountas and Pinnell data, Imagine Learning, and i-Ready to use this data to inform instruction across all content areas. Specifically, professional development has been utilized to insure that this information is being used to target instruction and goal setting within the ENL program and also within the schools core classroom curriculum.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Our school uses EL Education mid-unit and end-of-unit assessments, Skills Block BOY, MOY and EOY assessments, Fountas and Pinnell benchmark, MOSL, Go Math assessment data, i-Ready ELA and Math, and Imagine Learning to determine the growth of student achievement in these programs, which we use as baseline/benchmarks and use to measure progress and identify areas of need. Classroom teachers and ENL teachers collaborate and co-teach which builds upon the success of the students. We also use NYSESLAT scores from the current school year to determine how much improvement our ELL’s made during this year in listening, reading, writing and speaking to inform our instruction for the upcoming school year.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered, students are placed in small groups based on their needs as a result of their assessment scores. Whole group instruction is also differentiated based on student needs. We focus on targeted strategies for these students which include daily guided ELA and math groups. Based on the UDL framework, teachers collaborate to revise unit and lesson plans and curriculum maps. Teachers also meet for vertical and horizontal inquiry meetings to identify progress and areas of need. ENL teachers attend weekly teacher team meetings to share strategies with classroom teachers. Students have access to a variety of computer-based programs which include i-Ready ELA and Math and Imagine Learning which also target their areas of need and provide the teacher with data to inform guided instruction. Students are also given differentiated classwork and homework assignments to target their needs. RtI is provided in cycles to students identified by the classroom teacher and RtI team. During RtI, teachers use the data gathered to address the specific needs of students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] We begin by examining the number of years the ELL student has been in the ENL program as well as how the social and academic backgrounds have an impact on their academic achievement. We then examine the Tier I instruction that is delivered as well as formative assessments, which include Fountas and Pinnell running records, i-Ready data, EL Education Skills Block data, Imagine Learning data, and prior years' State ELA, Math, and NYSESLAT scores. Based on these observations and analysis of data, we determine the course of intervention in order to meet the students' needs. Within the classroom, students are grouped according to their reading and math levels, so teachers can work with small groups to deliver intensive, tailored instruction. One area for ELL Instruction is a focus on promoting language and literacy development. This will be accomplished by building and expanding students’ existing oral language competencies. We will build background knowledge, engage in close interactive read alouds and collaborative discussions and debate, role play, sentence and language frames, intensive vocabulary instruction, modeling and visuals and reteaching when necessary. We will also provide reading comprehension instruction by building background knowledge and highlighting key vocabulary. Tier II interventions will be provided with ENL teachers and other specialists who will work with the smaller groups of ELLs based on areas of need. Tier III interventions will take place outside of the classroom with ENL teachers and other specialists who work 1:1 or 1:3 groupings.
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

Patterns in Proficiency Levels Our NYSELAT data shows that the majority of our Entering to Transitioning ELL students are from early childhood grades K-2. By 3rd grade, a vast majority of our students reach the Expanding proficiency on the NYSELAT or test out at the Commanding level. The 2018 NYSELAT scores revealed the largest groups of students that scored Commanding were in grades 3-5. Many students increased in levels from emerging to transitioning and transitioning to expanding. NYSITELL data for this year reveals that we have a wide range of needs at our school. This will require strategic differentiation using the stand-alone and/or integrated model as well as designing classes that have dually-certified teachers in common branch and TESOL.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Our school uses G-Suite on which all data is made available for all teachers and staff. In addition, during Monday Professional Learning, the data is reviewed with the whole school to discuss what adjustments need to be made. It is analyzed by the ENL teachers and members of the LAP team and referenced during strategic planning with classroom and content area teachers. This data is also reviewed when the ENL teachers attend the weekly teacher team meetings. Adjustments may include changes in student grouping, strategies targeted to the needs of the student/s, implementation of multiple entry points, and AIS/RTI interventions. The information we acquire from this data will help the school to focus on specific skills and write goals that will meet the needs of our ELLs.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
      PS 306 has a stand alone and integrated ENL program which delivers content to our students according to the mandated minutes they receive from NYSELAT scores. Our certified ENL teachers provide instruction to the 79 ELLs that are in our building. Standalone ENL instruction is used to develop the English language skills so that the students can succeed in core content courses, which are also delivered by one of our three certified ENL teachers. The integrated ENL model is instruction used to build English language skills through content area instruction. The content delivered to the students is by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher. The ENL teachers implement ENL methodologies that support language development in listening, speaking, reading and writing for our K-5 students. ELL students are regrouped in the ENL classroom at designated times based on their proficiency levels. The ENL teachers work in partnership with the classroom teachers to support content specific ENL instruction that aligns with classroom activities and curriculum goals. English Language Learners in each grade are grouped heterogeneously to increase productivity. The continued collaboration of the classroom teacher and ENL teachers makes supporting English Language Learners with a range of ability possible.

   b. TBE program. If applicable.
      Paste response to questions here:

   c. DL program. If applicable.
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per CR Part 154, mandated instructional unit requirements for ELLs differ by levels according to each ELL student based on language level: Entering and Emerging ELLs receive 360 minutes a week of ENL instruction broken down into eight periods. Transitioning and Expanding ELLs receive 180 minutes of ENL instruction broken down into four periods. Commanding ELLs receive 90 minutes of integrated instruction. Student language levels are based on NYSITELL/NYSESLAT results and designated as Entering, Emerging, Transitioning, Expanding and Commanding within grades K-5. Teachers who are dually certified in ENL have the majority of ELLs in their classes creating a more productive environment and delivering continuous ENL support for the ELL students.

ENL instruction is a culmination of methodologies used to increase the four areas of proficiency: speaking, listening, reading and writing. Each student is seen as an individual with an individual history and style for language acquisition. The students are addressed in a variety of models in order to enrich their experience. In addition, instruction is conducted using heavy scaffolding and differentiation within both literacy and content specific areas to ensure greater comprehension. Intervention in the core content areas such as math, science, and social studies are supplemented by the ENL and classroom teacher. ELL students also have access to all services offered in the school. Students are provided grade-level as well as ENL proficiency appropriate materials. Instructional materials are as diversified as our curriculum and include a variety of print and technological resources used to target comprehension from all angles, providing multiple entry points. Print resources includes high frequency readers from our EL Education Skills Block literacy program to increase foundational skills and fluency. Leveled libraries include bilingual books and picture dictionaries. Our technological resources include Imagine Learning and Rosetta Stone software, Smart Boards, a variety of learning websites and listening centers. In addition, students are given the opportunity to converse with one another in meaningful and realistic activities using accountable talk and discussion rubrics, in order to foster both academic growth and self-confidence. All students have access to technology within the classroom. Each classroom in grades 3-5 has a laptop cart supplying the students with a 1:3 ratio of technology to student. Grades K-2 have access to a large laptop cart which is shared amongst the grades maintaining the 1:3 ratio. All students utilize the laptops and desktop computers during centers as well as during literacy and content area instruction. Explicit ELA InstructionClassroom teachers and the ENL teachers collaborate weekly during Teacher Team Meetings to ensure that the specific needs of each ELL student is being addressed and met. Schedules are coordinated with classroom teacher support to insure that instructional time adhere to mandated minutes allocated to each ELL student based on language level. Teachers who are dually certified in ENL have the majority of ELLs in their class creating a more productive environment and delivering continuous ENL support for all ELL students.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

To deliver instruction in content areas, ENL teachers provide both stand-alone and integrated instruction. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas in English. When necessary, Google technology for language translations are utilized during content instruction. In addition, language support is provided by qualified staff and/or translators in native languages. The ENL teachers provide support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. Together they identify skills and concepts appropriate to the grade level, language proficiency level and learning styles of the ELL students. The ENL teacher scaffolds the concepts, in English, taught by the general education teacher to the ELL students. Our ENL program focuses on developing and teaching students to use academic language skills. Both the teacher and students use academic language to communicate, analyze and explain content. The teacher models the appropriate language and creates opportunities for using academic language. At P.S. 306, ELLs are taught how and when to use learning strategies. Students are shown when and how to use these strategies (teacher modeling) and are given opportunities to practice it. Other methodologies used are to repeat concepts in different ways to address multiple learning styles. Our program also focuses on differentiated instruction aligned with the CCLS in which materials are presented using multiple entry points, in smaller segments, assignments are expanded over a longer period of time, and instruction is provided within small group settings. Assessment activities are integrated into the program to help gage students’ progress in acquiring language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When students register for our school, we determine if they are a transfer student from another DOE school or if they are new to the city school system. If the student is a transfer, we review his/her ATS profile to determine ELL status and implement the appropriate program. For new admits, the parent will complete a Home Language Identification Survey (HLIS), to identify the home language. The ENL teachers then interview the student and parent. They ensure that students are appropriately evaluated in their native language by administering the NYSITELL and Spanish LAB to native Spanish speaking students. Students in the State testing grades (3-5) have the opportunity to take the NYS math, and NYS Science exams (4th grade) in their native language, and students with a different native language are provided a translator. Teachers also provide translated assessments when and if possible to the ELL students.

5. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE
b. Newcomer
c. Developing
d. Long Term
e. Former ELLs up to two years after exiting ELL status

Plans for SIFE
Not applicable

Plans for Newcomers
We welcome newcomers by placing them in a setting that is nurturing and allows them to have a successful transition in the academic environment. ELLs in school less than 3 years are seen for eight 45-minute periods per week. This gives each newcomer 360 minutes in the ENL classroom where he/she receives intensive English language instruction. This allows students to adjust to their new surroundings and enables them to function effectively in their regular classroom. Students are grouped appropriately with other students who are not only on their proficiency level but students who are able to encourage and support them in acquiring the English language. Newcomers are also paired with students that are fluent in their native language. In every case, once a student arrives at the school, initial assessments will be given promptly and appropriately used to ascertain ability. ENL teachers and classroom teachers will collaborate throughout the year to ensure that the special needs of each ELL student is being addressed and met in the general education classroom setting. Classroom content/instruction for ELA is modified and scaffolded by the ENL teacher to make sure that it is accessible for our ELL’s regardless of their language proficiency level or years of experience.

Plans for Long Term ELLs
Once students are identified as the long term ELLs, testing data from the prior year is analyzed to develop a plan for enrichment based on the factors that impact that student’s achievement. Students who have not met adequate performance in listening, speaking, reading, and writing based on last year’s NYSESLAT exam will benefit from additional support in conjunction with the collaborative ENL model initiated this year during ENL in class enrichment periods lasting 45-90 minutes depending on mandates. Such support consists of the ENL and classroom teacher planning and collaborating using an EL Education blended-literacy program and Go Math curriculum, Common Core Learning Standards utilization, tracking of reading levels using Fountas and Pinnell running records, EL Education Skills block data, and analysis of electronic data tracking to observe trends and develop individualized students goals for literacy and ENL. We also utilize Rti to develop any weaknesses in the areas of phonemic awareness, phonics, vocabulary, fluency and oral expression, written ideas, conventions, organization, voice, word choice, sentence fluency, and presentation. Computer based programs which include Imagine Learning and i-Ready ELA and math software targets literacy specifically for ENL students, literacy through content area instruction during cluster periods, and after-school and Title III programming to target literacy goals. Long term ELLs may also be discussed with the IEP teacher and Pupil Personnel Team to identify if other supports are needed.

Students who are former ELLs receive continuing support throughout the school year. ENL teachers continue to help classroom teachers with strategies and planning. Former ELLs can receive up to double time on state exams for up to two years as well as bilingual glossaries, separate location, and oral translation for languages other than Spanish. These supports allow former ELLs to be more successful on exams and in their classroom setting.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ELL-SWDs continue to have regular involvement in all curricular and extracurricular activities within our school and are supported by a variety of meaningful and diverse programming including visuals arts, science, math, social studies, dramatic arts, physical education, character education and after-school programming. Instructional strategies such as visuals, modeling and small group interventions in the core content areas such as math, science, and social studies are supplemented by collaboration amongst ENL and classroom teachers to isolate skills and develop strategies based on the standards within each area and by grade, such as common core standards. There are many instructional strategies and grade-level materials that teachers use to provide multiple entry points for ELL-SWDs in academic content area support using hands on tactile manipulatives. Our activities are delivered via SMART panels/boards where students can interact with the lesson. ELL-SWDs students also have access to all services offered in the school setting such as counseling, occupational therapy, physical therapy, and speech services.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In the curricular instructional and scheduling flexibility of our school, we meet the diverse needs of our ELL-SWD’s by conferencing with service providers and parents to better understand the needs of our students. Many of ELL-SWDs attend after-school programs for ELA and math that focus on specific skills and strategies. In addition, our school is taking initiatives to make sure that ENL teachers become part of the IEP service team (PPT and SIT) and have access to SESIS to ensure that ELL students with disabilities receive mandated services developed during annual review meetings. Students may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT. By being part of the process, ENL teachers will be able to navigate IEPs and recognize which sections indicate specific services and goals related to those services. By being a part of the IEP team, ENL teachers will be able to coordinate their schedules with other service providers to ensure that there are no conflicting schedules that disrupt the services mandated to our ELLs with IEPs.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Intervention in the core content areas such as ELA, math, science, and social studies are supplemented by the ENL and classroom teacher in collaboration to isolate skills and develop strategies based on the standards within each area and by grade. This year our school will be using Imagine Learning, a computer based acceleration program following the RtI model. It focuses on target intervention for ELLs in the areas of phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis. ENL students will be utilizing Imagine Learning 30 min per day 3-4 times per week. This program is structured to allow ELLs to transition from their native language to English as they become proficient within the program. Students also have access to i-Ready ELA and math computer programs. These programs can be accessed both at home and at school. In addition, teachers will be providing RtI intervention to the ELLs' and former ELLs that are not progressing at an appropriate rate in a Tier 1 setting. This year, our school has implemented the EL Education blended literacy program in grades K-5. This program allows for coherence across the grades and exposes our ENL students to strategies and skills they will encounter throughout their academic career. Throughout our ELA block, students are engaged challenging content which seeks to increase student engagement and elevate and expand student achievement by maturing skills, developing character, and producing high quality work. Through this framework, teachers provide Tier 2 instructions that meet the specific needs of our ENL population. In the upper grades, Algebra For All has been implemented in our math block utilizing the upside-down teaching model, engaging students in a productive struggle in mathematics. This program allows for our ENL students to successfully analyze math problems through discussion and exploration.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

This year our school will use EL Education blended literacy program, Go Math curriculum, Amplify Science and in grades 3-5, Algebra For All. ELL students in grades K-2 also receive foundational skills through the EL Education curriculum Skills Block. This program allows for ELL students to receive targeted instruction on phonics skills. Each of these programs provides scaffolding and support for ELLs as well as assessments. i-Ready ELA and math will provide ongoing data and lessons to target specific instruction for our ELL students. Students will also have a technology period and a drama period.

10. If you had a bilingual program, what was the reason you closed it?
No programs will be discontinued this year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs, general and Special Education students, are afforded equal access to all school programs. They are invited to participate in all after-school programs offered on Wednesdays and Thursdays from 2:35 to 4:00 p.m., as well as the Greater Ridgewood Youth Council after school program which runs everyday from 2:35-5:30 p.m. ELLs participate in all other school related programs such as assemblies, enrichment clubs, theater productions, and class trips.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use the following instructional materials to support ELLs: EL Education, Go Math, Passport to Social Studies, Amplify Science, and Language Power. EL Education and Go Math offer scaffolding materials and differentiated activities for ELLs. Glossaries, literacy leveled books, bilingual and picture dictionaries, word charts, word walls, pictures and other visuals. Imagine Learning, Rosetta Stone, i-Ready ELA and Math are utilized to support student learning.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

At this time our school only offers an ENL program. In order to support home language, classroom and ENL teachers utilize bilingual glossaries and native language libraries as well as pictures, word walls, word charts and other visuals. Teachers also have online access to all of the curriculum and Reading A-Z for ELLs. Student assessments and class work are translated when possible.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All services and resources correspond to ELLs ages and grade levels. The ENL teachers plan their schedule based on student proficiency levels. Students are programmed into STARS to ensure that students receive their mandated time according to CR Part 154-2. Newcomers in each grade are programmed with their mandated stand-alone time.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities for newly enrolled ELLs When parents/guardians register their children, pedagogical staff members, including the ENL teachers, meet with them to describe the different programs available to English Language Learners. Some of these parents/guardians and students also meet with our School Counselor, Social Worker, School Psychologist, ENL specialists and/or Parent Coordinator to address specific social, emotional, and or academic needs during the registration process. Additionally, on a monthly basis, the Parent Coordinator offers various parent workshops on different topics such as nutrition, fire safety, grade-wide expectations and school policies. ENL teachers also offer various workshops for parents such as strategies to help with reading, math and homework.

17. What language electives are offered to ELLs?

N/A

18. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?
Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is an ongoing process at P.S. 306. Teacher teams meet bi-monthly for data inquiry to examine student work, discuss student progress, problems of practice, and determine next steps to implement. General education teachers, special education teachers and ENL teachers meet for weekly planning sessions to discuss strategies that are most effective in supporting ELLs and share their experiences. In addition, key information about ELLs is shared to strengthen and support student learning. Our teachers will receive the required amount of professional development hours (15% total hours ELL specific PD for all teachers and 50% total hours ELL specific PD for Bilingual Education and ENL teachers). This professional development schedule will address ENL strategies and will be conducted by the ENL licensed school teachers and administration. These workshops are given to general education teachers, paraprofessionals, and special education teachers. All teachers, including ENL teachers, engage in school-led and self-led intervisitations in order to observe best practices from model classrooms throughout the school on various grade levels. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the score conversion results that specify the range of ability within speaking, listening, reading and writing designated to each ENL student. Professional development is tracked sign in sheet to validate their presence at the workshop and the professional learning calendar. A series of professional development has/will be offered to the teachers in a series of workshops on Monday afternoons- dates TBD- which will include topics such as ELL instructional strategies, teachers creating materials for the ELL classroom, ELL strategies and centers for families, and preparing for the NYSESLAT. These will be available to all staff. ENL teachers will receive ongoing training at the school, as well as at the network, on how to effectively teach to the Common Core Learning Standards as well as strategies and best practices for ELL students. Our professional development will include topics that will help teachers and other staff who work with ELLs to help improve teachers' instructional practices, student agency practices, English language acquisition skills, and include multiple entry points for ELLs. ENL teachers and other consultants will provide workshops and turnkey information to help teachers understand mandates for ELLs. Topics include but are not limited to — Background Knowledge & Brainstorming Activity, Supporting ELLs in Mathematics Classroom, Scaffolding the Teaching of Reading, Vocabulary Building, NYSESLAT training, Using Technology to Improve English Language Development, and Using Data to Plan Instruction. The workshops will follow a format of giving information, i.e. what the research states; a discussion— which includes an activity; and then a question and answer time.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Our teachers will receive the required amount of professional development hours (15% total hours ELL specific PD for all teachers and 50% total hours ELL specific PD for Bilingual Education and ENL teachers). This professional development schedule will address ENL strategies and will be conducted by the ENL licensed school teachers and administration. These workshops are given to general education teachers, paraprofessionals, and special education teachers. ENL teachers will attend district professional learning opportunities throughout the year and turn-key the information to the staff during Monday PL time. Outside educational consultants will be scheduled to our school to provide professional learning to the staff. In addition, professional development is conducted at the beginning of each school year to analyze trends in NYSESLAT data and target goal setting initiatives for strategic instruction. Specifically, these workshops focus on the score conversion results that specify the range of ability within speaking, listening, reading and writing designated to each ENL student. Teachers learn a variety of ENL methods that develop the cognitive, academic and content specific English language skills necessary for
ELLs in the classroom. The ENL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver instruction to our ELLs. Professional development is tracked by teachers signing an attendance sheet to validate their presence at the workshop, as well as planning and tracking PL opportunities on the professional learning calendar.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   Schools must individually meet with the parents or guardians at least once a year, in addition to parent-teacher conferences, initial parent orientations, and other scheduled meetings provided for parents or guardians to discuss the goals of the program and their child’s language development progress, their child’s English language proficiency results based on the NYSESLAT and language development needs in all content areas. Parents will receive their child’s individual NYSESLAT grade test results which provides them with the proficiency level and explanation of each. The print out also provides the parent with ideas for supporting their child as well additional resources. This meeting should include school staff necessary to inform the parents about the child’s language development. A translator is provided when needed by assigned staff or by utilizing the translation services of the DOE. Attendance is recorded and kept on file for all meetings.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   Our school is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. Parents in our school are invited to become an active part of the community, including parents of ELL students. This information is made accessible to all families through translated materials sent home and visible throughout the school. Our Parent Coordinator along with the assistance of parents in the Parent Association translate at these events to other parents and families. The Translation and Interpretation Unit are also utilized when needed. The school has also hosted events such as Bakers and Shakers, Lego Robotics workshops, Grade 3-5 Variety Show, Second Grade musical, and holiday-based parent/child breakfasts focused on parent engagement. Parents are invited on a monthly basis to Family Discovery Day where they may visit their child’s classroom and take part in the learning activities throughout the day. The active participation of parents at these events allows for open communication and to address and supplement parent concerns and needs proactively. Letters home and surveys are also utilized to obtain parent input for those who are unable to attend. Our school utilizes Class Dojo, which provides web-based translation, to keep families informed of upcoming events, important information about the school’s goals, and parents are able to communicate with the teacher via this platform.

Program features include, but not limited to the translation of flyers, homework packet instructions, emails and web-pages.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Cheryl Ann Leone, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** New York City Academy for Disc  
**School DBN:** 27Q306

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl-Ann Leone</td>
<td>Principal</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Jessica L. Marciano</td>
<td>Assistant Principal</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Eileen Otero</td>
<td>Parent Coordinator</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Nazima Ally/Amanda Francavilla</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Mr. Sarmiento</td>
<td>Parent</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Kaitlyn Comastri</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Brenda Larsen</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Jennifer Brosius</td>
<td>School Counselor</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Jennifer Ambert</td>
<td>Superintendent</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Rebecca Wasser</td>
<td>Other __G1 ENL Teacher</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Kristin Szala</td>
<td>Other __G5 ENL Teacher</td>
<td></td>
<td>2/15/19</td>
</tr>
<tr>
<td>Jacklyn Demonte</td>
<td>Other __IEP Teacher</td>
<td></td>
<td>2/15/19</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q306  School Name: NYC Academy for Discovery, P.S. 306  Superintendent: Jennifer Ambert

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nazima</td>
<td>Ally</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The main source of data used to gather the oral and written language preference of parents at PS 306 is the Home Language Identification Survey (HLIS). The HLIS translated for parents in their preferred language. Every newly admitted child is reported to the ENL staff and their home language survey is scanned for the language indicators outlined in the 2016-2017 NYSITEL testing memo. Any HLIS that meets the testing indicators or remains unclear is then followed up with a one on one interview to clarify or confirm the results. If there are discrepancies due to an incomplete HLIS, the parent is contacted and interviewed in person for more information so that the school can accurately communicate with parents in the language they most prefer.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>3</td>
<td>0.6</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>Bengali</td>
<td>6</td>
<td>1.2</td>
<td>8</td>
<td>1.59</td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
<td>2.99</td>
<td>14</td>
<td>2.70</td>
</tr>
<tr>
<td>English</td>
<td>352</td>
<td>70.12</td>
<td>351</td>
<td>69.92</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1</td>
<td>0.2</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Spanish</td>
<td>125</td>
<td>24.9</td>
<td>125</td>
<td>24.9</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Led Conferences</td>
<td>-November, March &amp; May</td>
<td>DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.</td>
</tr>
<tr>
<td>ENL Letters</td>
<td>September-June</td>
<td>DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.</td>
</tr>
<tr>
<td>Curriculum Night Invitation</td>
<td>September</td>
<td>DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.</td>
</tr>
</tbody>
</table>
Testing Letters: ELA/Math, NYSESLAT, Gifted and Talented | January, March - May | DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.

Family Discovery Day | Monthly | DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.

School Events | Monthly | DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.

Parent Association events | Monthly | DOE Internet templates will be utilized when and where appropriate. The translation and interpretation unit will be utilized as well. Bilingual staff members will assist when needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher Conferences</td>
<td>-November, March and May</td>
<td>Phone translation, bilingual staff</td>
</tr>
<tr>
<td>Informal parent engagement meetings</td>
<td>Every Tuesday afternoon</td>
<td>Bilingual parent coordinator, phone translation, bilingual staff</td>
</tr>
<tr>
<td>Parent workshops</td>
<td>Monthly</td>
<td>Bilingual parent coordinator, phone translation, bilingual staff</td>
</tr>
<tr>
<td>IEP meetings</td>
<td>Specific appointments</td>
<td>Bilingual parent coordinator, phone translation, bilingual staff</td>
</tr>
<tr>
<td>Curriculum night</td>
<td>September</td>
<td>Bilingual parent coordinator, phone translation, bilingual staff</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, the school will send out a phone message using Blackboard Connect which notifies the parents in their native language. Translated flyers will also be sent out to notify them. We will also utilize Over-the-Phone Interpretation and Translation Service.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

To ensure that all staff members are aware of the goal of CR A-663, staff will receive training provided by the Language Access Coordinator. The Parent Coordinator and the Language Access Coordinator will attend training given by the Translation and Interpretation Unit which will provide periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in Chancellor’s Regulation A-663 and on resources available to support these requirements.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Our goal is to ensure timely provision of translated documents and oral interpretation services to parents determined to be in need of language assistance. When we are unable to provide written translation in-house, we will complete and submit the Translation Request Form along with the document to be translated one week prior to the date of distribution of the document. In order to provide oral interpretation services, we have employed a bilingual secretary, a bilingual parent coordinator, bilingual teachers and bilingual paraprofessionals. When these volunteers are unavailable, or when we have a need for interpretation in other languages, we will utilize the over-the phone service at (1-855-249-9103) when the need to contact a parent arises, or when a parent visits the school for a meeting with the teacher or the administration. When there is a need for on-site interpretation services, we will complete and submit an Interpretation Request Form as soon as the event has been scheduled. Our Parent Coordinator, Eileen Otero, will be responsible for ensuring that translation and interpretation services have been arranged. Our ENL Teachers, Amanda Francavilla and Nazima Ally, will notify parents of their right to translation and interpretation services. For non-covered languages, we will use the DOE vendor "The Big Word".

Feedback from parents and increased parental involvement will inform P.S. 306 staff of its success in providing language assistance to parents and the effectiveness of strategies utilized to engage parents in the school community.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Feedback from parents on the quality and availability of services will be obtained from the parent survey as well as informal feedback from face-to-face meetings with parents. Our school has implemented the feedback to improve language services by using the NYC School Survey feedback that parents complete. These results are then discussed with the staff to ensure that parents are receiving the language services they need.