



**[THE SALK SCHOOL OF SCIENCE]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (DISTRICT: 02/ BOROUGH: M/ NUMBER: 02M255)  
ADDRESS: 320 E 20<sup>TH</sup> STREET, NY, NY 10003  
TELEPHONE: 212-614-8785  
FAX: 212-614-0095**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M255      **SCHOOL NAME:** The Salk School of Science

**SCHOOL ADDRESS:** 320 E 20<sup>th</sup> Street, NY, NY 10003

**SCHOOL TELEPHONE:** 212-614-8785      **FAX:** 212-614-0095

**SCHOOL CONTACT PERSON:** Rhonda Perry      **EMAIL ADDRESS:** Rperry3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rhonda Perry

**PRINCIPAL:** Rhonda Perry

**UFT CHAPTER LEADER:** Harriet Glassman

**PARENTS' ASSOCIATION PRESIDENT:** Mindy Garelick

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 02      **CHILDREN FIRST NETWORK (CFN):** 101

**NETWORK LEADER:** Marina Cofield and Megan Roberts

**SUPERINTENDENT:** Daria Rigney

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rhonda Perry	*Principal or Designee	
Harriet Glassman	*UFT Chapter Chairperson or Designee	
Mindy Garelick	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Crystal March	Member/teacher	
Aliza Mendelewicz	Member/teacher	
Nickoleta Lytras	Member/teacher	
Betsy Schneck	Member/teacher	
Thea Wedepohl	Member/parent	
Donna Lettieri	Member/parent	
Heather Loza	Member/parent	
Debra Teitelbaum	Member/parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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### **Educational Mission**

The Salk School's mission is to tap young people's natural curiosity and to engage them in learning that is personally meaningful, socially responsible and academically rigorous. Our goal is to help students develop the habits of mind of various experts and become lifelong learners who are reflective, creative and independent thinkers by having them engage with powerful ideas across the content areas. Additionally, we help students think critically and solve problems to improve their communities. Committed to excellence and equity, we seek to prepare all students for the challenges of the 21st century.

### **History**

The Salk School is one of a handful of collaborative schools started in 1995. The school opened a few months after the death of Jonas Salk, M.D., developer of the first polio vaccine. A graduate of the NYU School of Medicine, Dr. Salk endorsed the school by granting NYU and District 2 the use of his name.

### **Our Science Focus**

Our academic program-- with an enriched science education program that emphasizes inquiry and writing --is rigorous and engaging. We work with a number of professionals in the field of science and take advantage of the numerous cultural institutions in New York City in order to empower students with the knowledge and practice to behave and think like scientists. According to Bruce Alberts, Editor-in-Chief of Science magazine, "scientists share a common way of reaching conclusions that is based not only on evidence and logic, but also requires honesty, creativity, and openness to new ideas." Students leave Salk understanding that science is a way of making sense of the natural world through observation, experimentation, and an open and critical exchange of ideas. Additionally, students leave appreciating that science ideally is humanity's attempt to make the world better for all living things and to ensure the health of our planet.

We work to foster the skills and habits that ensure this mindset, which include:

- being open to new ideas
- developing and asking questions
- identifying problems
- formulating hypotheses and making predictions
- collecting and organizing evidence
- using logic and evidence to support claims
- maintaining a skeptical attitude
- synthesizing, analyzing, and evaluating information
- considering and evaluating alternatives

- communicating conclusions effectively through writing, speaking, and use of technology

### **What kind of environment exists at Salk?**

Our learning community is small, safe, nurturing and student-centered. We are committed to creating an environment where students are: dedicated to learning, open-minded, open-hearted, true to themselves, responsible to the community, and active in improving the world. All of our professionals are committed to being a part of young people's lives in order to help them develop a strong sense of self. We have a family-friendly environment and we welcome experts in various fields (science, history, math, art etc) to share their experiences with our students.

### **What Kind of Learning Takes Place at Salk?**

As with science, our goal is to help students develop the habits of mind of professionals in various disciplines. Furthermore, there is a strong emphasis on literacy across the curriculum. All students study math, science, literature, social studies, foreign language, physical education, technology, drama and art. Our classrooms are made up of diverse learners. Teachers use an array of constructivist strategies and differentiate learning to help students make sense of their experiences and see the complexity and interrelatedness of disciplines. Classroom activities vary. For example, there are large groups for both discussion and instruction, such as response to literature or introduction to a science topic. Small groups work on collaborative projects and hands-on experiments. Additionally, we have many partnerships which allow us to enhance learning and provide greater individualized instruction for our students. Some of our partners include: NYU School of Medicine, Teachers College Columbia University, The American Museum of Natural History, The Bronx Zoo, The NY Botanical Gardens, The Space Center, and The NY Hall of Science.

### **Special Features**

- Members of the science community, including the NYU School of Medicine (NYUSM) and the NYU School of Dentistry, supplement lessons in science and health. They also mentor students identified by our staff in grades 6 through 8.
- Students in each grade are required to do a major science project that they exhibit at our grade-wide Exploratorium. The event gives students the opportunity to develop a curiosity they have in an area of science, to explore this area through hands-on learning experiences, to research a question or topic in-depth, and to discuss and reflect on what they have learned.
- For the past few years, the Salk School has served as an exemplary school for science in NYC as part of an initiative called Urban Advantage. Through Urban Advantage, we work closely with the American Museum of Natural History and other cultural institutions to enhance science learning in the classrooms by tapping into the rich resources of our city. Inquiry-based science teaching is emphasized and students are expected to demonstrate proficiency with various science research approaches: controlled experiment, field work, design and secondary research.
- There are many day trips to visit cultural institutions at Salk as well as over-night trips. There is a two-day/one night excursion at the beginning of Grade 6 to an environmental facility outside of New York City which provides an opportunity for our students to begin their hands-on science experience and build community. Our students return in Grade 8 to an environmental facility for a three day/two night experience which supports the study of science in the real world. In 7<sup>th</sup> grade our students go away for three days and two nights to a historic US city like Philadelphia or Washington D.C.

- Students choose from a menu of electives such as chess, dance, drama, film, and art amongst others. These courses are offered over a semester once per week for fifty minutes.
- Weekly, small group advisories are held to support student emotional, social and academic growth in all grades.
- To supplement our program, we offer an exciting array of after school activities including drawing and painting, forensics, robotics, math club, chess, guitar, student council, team sports (tennis, track and field, soccer, basketball, volleyball), intramural sports (soccer, football, basketball, floor hockey and wiffle ball), drama, homework help, and more.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Salk School of Science				
<b>District:</b>	02	<b>DBN #:</b>	02M255	<b>School BEDS Code:</b>	310200010255

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					97	96.7	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					99.7	99.8	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	148	141	131	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	128	142	135		19.4	15.6	24.8		
Grade 8	109	125	140						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	3	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	385	408	406		0	1	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	7	12	11	Principal Suspensions	18	14	TBD		
No. in Collaborative Team Teaching (CTT) Classes	12	20	31	Superintendent Suspensions	0	1	TBD		
Number all others	7	9	10						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	1	0	1	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	5	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	19	23	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	.3	.2	.2	Percent more than two years teaching in this school	47.4	47.8	TBD
Black or African American	9.1	9.8	9.6	Percent more than five years teaching anywhere	31.6	39.1	TBD
Hispanic or Latino	13.8	13.2	12.1				
Asian or Native Hawaiian/Other Pacific Isl.	29.9	26	21.2	Percent Masters Degree or higher	84	74	TBD
White	47	50.7	56.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	96.4	TBD
Multi-racial							
<b>Male</b>	48.3	46.6	46.1				
<b>Female</b>	51.7	53.4	53.9				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	7	7	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	66.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	29.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Student performance trends:**

Students continue to perform extremely well on the New York State math and ELA tests. 91% of all students performed at proficiency levels 3 or 4 on the ELA with a median student proficiency of 3.51. On the NYS math test 86% of all students performed at proficiency levels 3 and 4 on the math test with a median proficiency score of 3.83.

Summary: While our students score well (high median scores) and our change in student proficiency is close to zero, we need to improve the percentage of students who make one year of progress on the state tests. This is especially true in math.

### **Greatest accomplishments:**

#### **Grants, partnerships, awards**

- ❑ We have a unique partnership with a medical school (the NYU School of Medicine--NYUSOM). With the help of part-time liaison (former Salk science teacher), faculty and students at the medical school work with Salk's science staff to enhance various units in science and to co-teach an 8<sup>th</sup> grade health class. Thirty students from the NYUSOM also mentor Salk students who are identified as at-risk after school. In addition to co-teaching with our science and physical education staff, we hold a career fair in May where faculty from the NYUSOM share their career paths and highlights of their work day with parents and students.
- ❑ At the end of each year at Salk, students in each grade exhibit a major science project during our grade-wide science fair (Exploratorium) demonstrating their acquisition of scientific habits of mind and literacy. Student exhibitions are evaluated by faculty, administration, parents and NYUSOM faculty and students.
- ❑ We have been selected as an Urban Advantage demonstration site for our outstanding work in science for two years in a row. We now work closely with 8 major cultural institutions, including the American Museum of Natural History. Teachers work closely with educators from these cultural institutions to design curriculum, lessons and experiences for students that will enhance learning. Teachers organize frequent trips to these cultural institutions. Student experiences and work are documented so that we can share best practice during Professional Development (PD) sessions with educators throughout NYC. We have an Urban Advantage liaison (one of our science teachers) who coordinates experiences for the entire department with these cultural institutions and assures that the end of year projects that we require are aligned to Urban Advantage standards (field work, controlled experiment, design projects, secondary research). Our 8<sup>th</sup> graders typically exhibit their projects at a major cultural institution. Last year, their Exploratorium was held at the Museum of Natural History.
- ❑ We were awarded a Center for Arts education grant from 2004- 2007 to enhance our Humanities and art programs. We partnered with NYU Tisch School of the Arts to bring drama students into our Humanities classes and to help run our after school theatre program. We have now hired the same

drama teacher to provide instruction to our 6<sup>th</sup> grades (as a way to prepare students to do projects that involve public speaking and as a way to bring literature to life) and to run our after school program.

- ❑ Currently we have established a partnership with the Lincoln Center Institute which supports our work in drama and art.
- ❑ We have been able to work closely with our principal for a day (former Chief Financial Officer for Merck) over the past eight years to bring more technology to the Salk School, to hire a technology teacher and to give teachers more PD opportunities that include attending conferences in and out of state.
- ❑ We are an NYU partnership school. We have many NYU student teachers and America Reads and Counts tutors and work closely with faculty in the history department to enhance our social studies units. Our exemplary work with NYU history faculty was presented at two year ago at the conference for the Organization of American Historians.
- ❑ We work with several organizations to enhance our elective and after school program so that students are able to take courses in Chess, guitar, robotics, computer animation and game creation.
- ❑ In 2005, we were awarded best Middle School in the city by BlackBoard Media Awards and have received several distinctions for our performance in math and science as well as our reading program and after school program.
- ❑ We were selected in 2004-2005 by the chancellor to represent the city for the Broad Prize.

### **Creative Scheduling**

- ❑ The school is organized in grade teams and departments. Schedules are designed by teachers so that teachers have common planning time by grade and by department during the school day.
- ❑ Classes at Salk are an hour or more in length. We have been able to have long blocks of time (2 hours or more) for Humanities classes and 1 ½ hours for science labs.
- ❑ We have an advisory curriculum that was designed by teachers to meet the needs of our early adolescent learners. Each grade has an advisory that is tailor-made to fit the needs of the students in that particular grade. We have crafted a list of Salk School values that serves to focus and organize the advisory curriculum. Each year, we re-visit the curriculum and tweak it based on student and teacher feedback.
- ❑ We have a rich elective program that allows students to select from an array of interesting classes offered by teachers and teaching-artist. Students from any grade can choose a particular elective thus allowing for cross grade interaction.
- ❑ One of our goals as a school is to move most of children with special needs into less-restrictive environments by the end of 8<sup>th</sup> grade. We do this by mainstreaming children in their areas of strengths with students in the general education population. We have a creative special education schedule right now for our 7<sup>th</sup> and 8<sup>th</sup> graders (two teachers of students with special needs for one CTT class who also teach the 12:1 class) that allows us to maximize support for our students with special needs and for our teachers.
- ❑ We have a rich after school program where students can select from such interesting courses as drama, chess, arts and crafts, team sports, math team, track, robotics, computer animation, literary magazine, guitar, organization club, Regents prep and student council.
- ❑ In addition to math, humanities and physical education, students in our sixth grade take 5 hours of integrated science and 2 hours of science research and writing (half year), 2 1/2 hours of technology, 1.5 hours of drama, 2 hours of art (half year). The goal is to help students develop the habits of mind of scientists and develop their research and writing skills. We additionally want to ensure that all students have access to and are able to use technology as a tool for learning and have strong public speaking skills to do the rigorous work in science and other areas that we require. This year we have added art to our sixth grade curriculum so that students are engaging in studio art all three of their middle school years.
- ❑ Starting this year, we are now offering drama and visual arts across all three grades. In 7<sup>th</sup> and 8<sup>th</sup> grade, students have the opportunity to study Spanish. All of our 8<sup>th</sup> graders will take the Math Regents in June. Students receive further instruction after school for the Regents and test prep for both the State exams and specialized high school exams.

### **High Quality Professional Development**

Each year, our professional development (PD) team selects a focus of study based on various assessment. Last year the PD committee selected a study of learning notebooks. This was based both on teacher interest and as a way to extend our work on non-fiction reading across the content areas. This study utilized an inquiry model and departments looked at students' work across the grades. Additionally we continue to work on utilizing student data to design meaningful interventions in our

classrooms and during Extended Day. Our goal also continues to be to better assess students and monitor our interventions; consequently we have designed various tools to keep track of our work and will be using Lesson Study as a way to look at evidence of student learning and targeted interventions strategies.

- ❑ Faculty attend numerous workshops throughout the city which they later turn-key for their colleagues at department meetings and faculty meetings. Teachers attend workshops given at Teachers College Reading Writing Project, through the DOE, and within our Network.
- ❑ Our lead teacher, formerly one of our Humanities teachers that we encouraged to take on this new role, supports our Humanities teachers in their design and implementation of lessons and units. Additional, our lead teacher and principal also work with science staff and special education teachers to support them. We also have a math consultant who works to support all math teachers as well as our special education staff. Our Urban Advantage liaison works closely with all science teachers to implement the core curriculum and coordinate experiences with cultural institutions.
- ❑ We meet by department and by team at least monthly, often more frequently, to discuss our work and align our curriculum and practices across grades and within the department. Departments meet to discuss a particular area of study that they have selected and teams meet to design intervention plans during discussions of at-risk students and students mandated to attend the 50 minutes.
  - Last year, we worked on how to systematically collect information to help guide instruction. We used this information, in conjunction with other assessment data, to plan for small group instruction during the school day and during our extended day program. In addition, we studied our use of notebooks as a tool for assessing student learning. We worked with a staff developer from the Teachers College Reading and Writing Project to examine how we can push students' thinking through notebook work and how we can then use that notebook work to help us plan instruction.
  - In science, teachers continue to refine and implement the Middle School Science Scope and Sequence with the intentions of maintaining rigorous content in the framework of inquiry as well as furthering interdisciplinary connections. They also continue to work closely with Urban Advantage developing their pedagogical knowledge on science Exit Projects as well as participating in the UA Middle School Leadership Initiative along with some other selected NYC schools. As part of the Leadership initiative; the science department in conjunction with the principal and the parent coordinator are working closely to develop a three year action plan that refines and elaborates on the philosophy and goals of science education at Salk. We are also continuously seeking to expand our collaborations with NYU and utilizing the rich pool of science professionals and institutions in NYC.
  - Our math department has been working on using various sources of data to inform instruction and groupings. Last year, in addition to assessments provided by the curriculum, we used reflective assessments designed by the math department. We used these assessments to inform our classroom practice and design small group instruction. During our 50 minute extended day program, the math department developed groups for a variety of math skills including word problems, number sense, and computation. These groups were created using the following assessments - NY State math exam, the predictive assessment and the DYO. This year our math department will work with a math consultant to look at assessments and differentiation.
  - Teachers of students with special needs meet and plan both with subject area departments, with each other. They collect and make sense of information on all of their students; ensure that there are strong communication channels between teachers, the home and students; and design, implement, and monitor strategic interventions. They receive strong curricular support from their CTT planning partners as well as the Lead teacher and consultants. As a result, there is a consistency of experiences and expectations for all students.
- ❑ The principal evaluates all teachers and gives specific formal and informal feedback around our goals and objectives and their teaching practice.
- ❑ All teachers design a year-long curriculum map and units using Grant Wiggins' *Understanding by Design* which is distributed to parents during our Back to School Night at the end of September. Maps and units are submitted to the administration for review throughout the year.
- ❑ Teams and departments meet for long periods of time at the end of the school year to assess curriculum maps and units and plan for the upcoming school year.
- ❑ We have a faculty book club that meets monthly after school to discuss books related to adolescent issues and pedagogy.

- ❑ Selected experienced staff members serve as mentors to new teachers. Mentors and mentees meet monthly to discuss best classroom practice. Mentors meet with the principal to discuss their goals and objectives and next steps for new teachers.

### **Classroom environment and practice**

Through extensive professional development, we have articulated clear expectations for the environment, teacher practice, and the overall tone of the school and classrooms.

- ❑ Student work is celebrated and showcased in classrooms and in the hallways.
- ❑ All classrooms have rich classroom libraries.
- ❑ Teachers begin class with engaging Do Nows that require critical thinking, do mini-lessons and give time for students to work individually and in small groups before wrapping up in the end as a whole class.
- ❑ All teachers emphasize collaborative learning and strive to differentiate instruction.
- ❑ Students are treated with respect and warmth. Parents are viewed as allies to support student learning.
- ❑ All teachers are responsible for doing high quality mini lessons that explicitly instruct students on a particular concept, skill or habit.
- ❑ Literacy instruction is infused across subject areas and throughout the school. (The entire school, including offices, is one big library.)
- ❑ All teachers are using departmentally-designed assessments as well as data from standardized and our Design Your Own assessments to improve instruction and interventions. Teaching is data-driven.

### **Curriculum**

- ❑ All teachers design a year-long curriculum map and units using the standards and Grant Wiggin's Understanding by Design which are distributed to parents during our Back to School Night at the end of September. Maps and units are submitted to the administration for review throughout the year.
- ❑ Teams and departments meet for long periods of time at the end of the school year to assess curriculum maps and units and plan for the upcoming school year.
- ❑ Overnight trips in each grade are connected to the curriculum (humanities and/or science)
- ❑ Binders of units reflect extensive planning with various partners (i.e., advisory, science, drama, NYU history department, NYU School of Medicine, Urban Advantage).
- ❑ We use the CMP program in math, a balance literacy approach to reading and writing workshop, and the NYC CORE curriculum for science.

### **Interventions and differentiation**

- ❑ Last year, we embedded our inquiry team work into our whole staff study of notebooks in order to incorporate more teachers in the inquiry process. This study will focused on how to support student learning through a targeted study of student work. This means that teachers engaged in conversations twice monthly to discuss their selected population for study and investigate our study question. This year, we will use Lesson Study as a way to closely look at evidence of student learning and teacher intervention strategies.
- ❑ Instruction is data-driven. One of our foci is to use data to better design our lessons and interventions, so we have improved the upkeep of binders on at-risk learners, improved our usage of data tools, created useful tools to monitor interventions and improved our communication with parents.
- ❑ Teachers send "Letters of Concern" to families quarterly informing families of areas of concern and they also send home letters to parents about intervention strategies in math and reading for all students who are selected for our 50 minute extended day program.
- ❑ We go beyond the required DOE parent/teacher conferences and meet extra evenings with families. (Over 95% of our families attend parent/teacher conferences.)
- ❑ Students are identified in the summer to attend our mandated 50 minute programs and our after school programs geared towards extra support with math, reading and writing.
- ❑ Our attendance aide sends monthly letters home informing parents of student attendance during the school day, our 50 minutes extended day program and after school. We call home if students are late and/or absent each day.
- ❑ All humanities teachers are familiar with the QRI and other targeted reading assessments (like the TC reading assessment and the Fountas and Pinnell Benchmark Assessments) and we utilize these assessments to get a better picture of the reading skills and processes of at-risk students. Teachers are given overview information about the results of the assessment. In addition, we have designed our own assessments in both math and ELA which teachers use to inform classroom practice and the extended

day program. As a staff we are looking closely at non-fiction in the content-areas as well as assessments and intervention strategies.

- ❑ All teachers design assessments to administer at the beginning of the school year to assess student skills and knowledge in order to inform their practice and mini-lessons in addition to the Design Your Own assessments. Humanities and math students also maintain portfolios which are passed on to the next year's teacher and used at the beginning of the school year.
- ❑ Teachers work with students to design rubrics for projects and model high expectations using exemplary work.
- ❑ All Humanities teachers do balanced literacy and confer with students about reading and keep notes to inform their practice. We continue to work on being more systematic in our approach to gathering data about students as readers. All teachers keep data on students in particular skill and content areas in every subject area which they use to inform their practice and interventions.
- ❑ We have 6 special education teachers in order to better support our CTT, SETSS and 12:1 students and have done very creative scheduling to ensure that teachers have support.
- ❑ Our report cards give detailed information to parents on the unit of study and whether students fall below, approach, meet or exceed standards in various areas.
- ❑ Teams meet to study individual student work across subject areas in order to design interventions and monitor interventions.
- ❑ Our CTT teachers have done several inter-visitations to other schools with CTT classes and attend many workshops.

### **Communication**

- ❑ We have a well-designed web site (eChalk) that we use to communicate with families. We post our school calendar, curriculum maps, CEP, homework and projects, newsletters etc. for families.
- ❑ All members of the Salk community have email access through this website to facilitate communication.
- ❑ All faculty and staff get weekly notices from the principal about upcoming events, reminders, and articles of interest.
- ❑ All information is regularly translated for our diverse community and we utilize translators for all events.
- ❑ Our guidance counselor meets with every family separately to discuss high school and we hold sessions at the beginning and end of the school year to inform families about the high school process.
- ❑ We hold informative PA meetings to educate families about our curriculum throughout the year, about adolescent issues and to get feedback from our parent body.
- ❑ We publish a quarterly newsletter.
- ❑ Teachers and families receive letters from the administration in the summer outlining the focus and program for the upcoming school year.
- ❑ Our PA hosts various events that celebrate diversity and which serve to raise funds for the school.
- ❑ The executive PA meets monthly with the principal to discuss parent concerns, to design the agenda for future PA meetings and to develop an action plan.
- ❑ We have an SLT committee comprised of parents, staff, and the administration that meets monthly to discuss goals and objectives.
- ❑ Teachers utilize the school website to communicate en masse with parents of children in their classes about their curriculum, lessons, assignments, projects, quizzes and student progress.
- ❑ Our parent coordinator sends weekly updates to all families using our eChalk account
- ❑ Our parent coordinator holds regularly scheduled meetings with class parents to facilitate communication.
- ❑ Teachers design workshops by departments for our parent community so that parents gain insight into the curriculum and departmental expectations.

### **Most significant aids/barriers to the school's continuous improvement:**

Aids: parent involvement, grants and partnerships, principal for a day, strong professional development, teachers who are learners, parent coordinator, strong Lead teacher and consultants and AP  
Obstacles: class size; limited space; old building with no elevator and many structural issues



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. We will use the Core Curriculum Standards to redesign our DYOs in ELA and our curriculum in non-fiction reading. We will assess students' ability to read non-fiction text and use these assessments to inform our curriculum as well as our instructional approaches and student groupings in classrooms. We expect that by June 2011 at least 50% of our lowest achieving students in ELA will show improvement on the DYOs assessments.
2. To use Extended Day more strategically in order to improve student achievement. We will improve ELA and math scores for at least 50% of our lowest achieving students on our interim assessments and DYOs by June 2011.
3. To improve our practice around formative assessment and differentiation by supporting Math and ELA teachers in their usage of skills/content analysis templates as well as DYO and interim assessment data to inform their curriculum and instructional practice. We will improve math and ELA scores for at least 50% of our lowest performing students by June 2011.
4. To improve student performance in math on the NYS 8th grade exam so that at least 30% of all 8<sup>th</sup> graders achieve a level 4 on the standardized math exam and 85% achieve a level 3 or 4 on the standardized tests.
5. To improve communication within the Salk community so that at least 50% of our parents respond to the learning environment survey in the Spring of 2011 as well as increase satisfaction with communication and community.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will use the Core Curriculum Standards to redesign our DYO's in ELA and our curriculum in non-fiction reading. We will assess students' ability to read non-fiction text and use these assessments to inform our curriculum as well as our instructional approaches and student groupings in classrooms. We expect that by June 2011 at least 50% of our lowest achieving students in ELA will show improvement on the DYO assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• DYO's in ELA will be redesigned to specifically address the CCS in non-fiction reading</li> <li>• Our TC consultant (for 10 days of the school year) will work with ELA teachers and our Lead teacher to assist them in using the data from the DYO as well as other formative assessment data to inform their classroom practice and curriculum around non-fiction reading.</li> <li>• Throughout the school year support will be provided to teachers in utilizing the CCS . Teachers will attend CCS workshop sessions provided by our Network and Teachers College. They will also use per session funds to meet as a whole staff, by department and by grade team to revise their curriculum maps using the CSS.</li> <li>• Throughout the year, grade teams and departments will meet to identify where connections can be made across grades and departments especially in the area of non-fiction reading.</li> <li>• Internal inter-visitations will be scheduled so that teachers can become more familiar with the work of their peers to support and enhance their teaching in the area of non-fiction reading.</li> <li>• Teachers will meet by grade team and department to look at data (DYO, predictive and formative assessments) and to look at student work in order to design instructional and curricular approaches to better meet student needs in the area of non-fiction reading.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• We have a full-time Lead teacher who will work with our ELA staff to guide this work.</li> <li>• We have hired a TC staff developer to work with ELA teachers for 10 days out of the school year to support our ELA teachers.</li> <li>• Staff will attend various workshops at Teaches College and within our CFN on CCS.</li> <li>• Teacher schedules are designed so that there is common planning time within grade teams. Teachers will use some of this time to look over curriculum maps and modify them using the CCS. The majority of the time will be used to look at assessments and student work in order to better design instructional and curricular approaches.</li> <li>• Every Wednesday, teachers will meet to do inquiry work as a whole staff, by department or in grade teams to analyze assessment data, look at student work and identify instructional strategies to best support student learning in both the classroom and during extended day.</li> <li>• On the citywide professional development day on Nov 2<sup>nd</sup> we will use our assessment data and the CCS to revise, share and align curriculum maps.</li> <li>• Teachers will be paid per session to meet during the summer and afterschool to revise their maps and plan their instructional time using their various assessments.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• In the early fall, teachers will complete curriculum maps that reflect revisions based on conversations during professional development in the spring 2010, the DY0 assessment and information from CCS workshops attended in the summer.</li> <li>• 50% of our lowest achieving students will show growth on our DY0 in ELA assessing reading of non-fiction text.</li> </ul>

**Subject/Area (where relevant):** Extended Day (math and ELA)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To use Extended Day more strategically in order to improve student achievement in ELA and math. We will improve ELA and math scores for at least 50% of our lowest achieving students on our interim assessments and DYOs by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A full time lead teacher in humanities will provide small group instruction in reading, model lessons for teachers and coach teachers in providing small group instruction in humanities (English language arts and social studies). This will serve as a model for both Extended Day and classroom instruction.</li> <li>• We have contracted for at least 25 days with a math consultant from Metamorphosis to work with teachers to support them in thinking about differentiation and assessment during the classroom time as well as during the extended day blocks.</li> <li>• Extended day will meet for 50 minutes two times a week. Every Wednesday teachers will meet to do inquiry work as a whole staff, by department or in grade teams to analyze assessment data, look at student work and identify instructional strategies to best support student learning in both the classroom and during extended day.</li> <li>• In June 2010 the lead teacher worked with grade teams to identify students for Extended Day. Additional students will be identified using teacher recommendations based on class work, DYO assessments, interim assessments and NYS student test data.</li> <li>• Groups have been (and will continue to be) formed with specific foci, such as reading comprehension, decoding, writing mechanics, math word problems, number sense/computation, homework help/organization support, etc.</li> <li>• As we are working as an entire staff to improve formative assessment, teachers will use their formative assessment data during team and department meetings to make decisions on an ongoing basis about student placement in the extended day program.</li> <li>• Individual student needs will be formally re-assessed in grade teams at least three times a year to determine if students should continue in their group, change groups or if additional support is no longer needed. Additional students may be added to the groups as appropriate. The principal, AP and guidance counselor will be consulted before final decisions are made.</li> <li>• The lead teacher and math department chair will work with teachers to plan appropriate instructional approaches for each identified group and identify needed resources. Funds have been allocated to purchase resources.</li> </ul>

	<ul style="list-style-type: none"> <li>• The lead teacher, math department chair and AP will work with teachers to use the ELA DYO and math interimassessment data to inform instruction. This will be further enhanced by the inquiry work done in the math and ELA departments.</li> <li>• We will communicate three times a year with parents about Extended Day, providing feedback about their child's work. Additionally, classroom teachers will communicate with parents about student progress 8 times in the year using letters of concern and progress reports.</li> <li>• Phone calls will be made and/or letters sent home by our data specialist as appropriate to follow up on students who are invited to attend Extended Day but are not attending.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will meet with students every Tuesday and Thursday to do extended day.</li> <li>• We have hired a data specialist to assist our Lead teacher to track student data, attendance and progress.</li> <li>• Every Wednesday teachers will meet to do inquiry work as a whole staff; by department or in grade teams to analyze assessment data, look at student work and identify instructional and curricular strategies to best support student learning in both the classroom and during extended day.</li> <li>• Our Lead teacher will work in classrooms to model strategies to support mandated students and to assist teachers with differentiation.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Flexible groupings and schedules that change at least 3x a year for extended day.</li> <li>• Observations of activities by the principal and AP during Extended Day</li> <li>• Minutes from grade team and department meetings that will include sample student work and formative classroom assessments showing the following: performance and growth in various areas as well as instructional and curricular approaches for students attending extended day.</li> <li>• Improvement on ELA and math scores for at least 50% of our lowest achieving students on our interim assessments and DYO's by June 2011.</li> </ul>

**Subject/Area (where relevant):** Math and ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve our practice around formative assessment and differentiation by supporting Math and ELA teachers in their usage of skills/content analysis templates as well as DYO and interim assessment data to inform their curriculum and instructional practice. We will improve math and ELA scores for at least 50% of our lowest performing students by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Funds have been allocated for 10 days to work with a consultant from Teachers College Reading and Writing Project (TCRWP).</li> <li>• Funds have been allocated for 25 days to work with a consultant from Metamorphosis (a math consulting company).</li> <li>• A full time lead teacher for humanities, the assistant principal and the principal will help guide this work and meet with both consultants .</li> <li>• Teachers will select target groups of students to study over the course of the year. Every Wednesday teachers will meet to do inquiry work as a whole staff, by department or in grade teams to analyze assessment data (including the skills and content analysis templates they have designed), look at student work and identify instructional and curricular strategies to best support student learning in both the classroom and during extended day for targeted groups.</li> <li>• Grade Teams will use <i>Lost at School</i> as a way to formulate collaborative problem solving plans for children needing more emotionally and academically.</li> <li>• We will break the faculty into groups and have them cycle through the lesson study process. The lead teacher, assistant principal, TC consultant and our Network Leader (Megan Roberts) will serve as facilitators. During lesson study, we will look at evidence of student learning and instructional approaches or teaching moves.</li> <li>• Work with the TCRWP consultant, lead teacher, and math consultant to increase teacher proficiency in using formative assessment to inform curriculum and instruction.</li> <li>• Additionally work with math consultant on student engagement, mathematical habits of minds, differentiation and assessment</li> <li>• A workshop will be offered to train teachers in the use of ARIS, so that teachers will become more proficient in the use of standardized test data to inform goal setting and instruction.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• We have set aside per session funds for teachers to do inquiry work afterschool using Children's First funding.</li> <li>• We will meet on selected Wednesdays as a whole staff, by teams and by departments to discuss formative assessments and differentiation.</li> <li>• We have hired a math consultant and an ELA consultant to work with us to support our work on formative assessment and differentiation.</li> <li>• Our Lead teacher and assistant principal will work with staff to support Lesson Study work with the goal of deepening our thinking about evidence of student learning.</li> <li>• We have hired a data specialist to help us track student data and progress.</li> <li>• Our Lead teacher and math department chair will work with teachers on our DYO in ELA and our interim assessments in math.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• During department and team meetings, teachers will present skills/content analysis templates, data showing individual student skill level/content understandings, and present how data drives their instructional planning and curriculum</li> <li>• Principal and AP will conduct evaluations to ensure that teachers are using skills/content analysis templates and that instruction and curriculum planning are data driven</li> <li>• Teachers will collect sample student work and demonstrate how students have progressed using skills/content analysis templates during Inquiry team meetings</li> <li>• 50% of the lowest achieving students will show improvement on Standardized ELA and Math tests.</li> </ul>

**Subject/Area (where relevant):** math

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve student performance in math on the NYS 8th grade exam so that at least 30% of all 8<sup>th</sup> graders achieve a level 4 on the standardized math exam and 85% achieve a level 3 or 4 on the standardized tests.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Hire new 8<sup>th</sup> grade math teacher with advanced degrees in both math and math education</li> <li>• Visit peer horizon schools like East Side Middle School that are more successful in sustaining math achievement</li> <li>• Hire consultant from Metamorphosis for at least 20 days to work with math department staff to design formative assessments and adjust curriculum and instructional approaches based on data</li> <li>• Visit high schools (Millennium and Baruch) to look at their instructional strategies and curriculum</li> <li>• Conduct Lesson Study with math department to look at evidence of student learning in order to better support lowest achieving students</li> <li>• Provide extended day support for lowest achieving students</li> <li>• Analyze custom-designed interim assessments through Acuity in department and adjust curriculum and instructional approach based on data</li> <li>• Re-design math curriculum using Core Curriculum Standards with support of math consultant</li> <li>• Principal will conduct regular visits to 8<sup>th</sup> grade math classroom to support the new math teacher and ensure that instruction is data-driven</li> <li>• Weekly inquiry team focus on evidence of learning of lowest achieving students and planning appropriate instructional approaches during class for these students and during extended day</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• We have set aside per session funds for teachers to do inquiry work afterschool using Children's First funding.</li> <li>• We have set aside per session funds for teachers to attend CCS workshops.</li> <li>• We will meet on selected Wednesdays as a whole staff, by teams and by departments to discuss formative assessments and differentiation.</li> <li>• We have hired a math consultant from Metamorphosis to work with us for 20 days in order to support our work on formative assessment and differentiation.</li> <li>• Our math consultant and assistant principal will work with math staff to support Lesson Study work with the goal of deepening our thinking about evidence of student learning and using data to inform our curriculum and instructional approaches.</li> <li>• We have hired a data specialist to help us track student data and progress.</li> <li>• Our math department chair will work with teachers on designing our interim</li> </ul>

	assessments in math and analyzing the data.
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Improvement on interim assessment data for lowest third of students and students obtaining level 3</li> <li>• All math teachers using formative assessments to adjust their day to day instructional approach and curriculum</li> <li>• Improvement on standardized test</li> <li>• 30% of all eighth graders achieve a level 4 on the standardized test and 85% achieve a level 3 or 4.</li> </ul>

Subject/Area (where relevant): Whole school community

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve communication within the Salk community so that at least 50% of our parents respond to the learning environment survey in the Spring of 2011 as well as increase satisfaction with communication and community.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Increase number of teachers using eChalk to communicate with parents about curriculum, lessons, projects, quizzes and student progress by having teachers who use site well run workshops for staff.</li> <li>• To have our parent coordinator send weekly email updates to our parent community</li> <li>• To increase the ways in which class parents communicate with families</li> <li>• To dedicate teacher meetings to cross grade communication about students especially in June and the beginning of the school year</li> <li>• To improve systems to track student information and progress and share this information with school staff</li> <li>• To begin to explore ways for parents to share information about their children with teachers at the beginning of the school year</li> <li>• To continue to improve our Advisory curriculum in order to address communication and community issues</li> <li>• To find ways for students to have a voice in the decision-making process at the school</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• We have hired a data specialist</li> <li>• Funds have been scheduled to pay for our eChalk site</li> <li>• Funds have been scheduled for our parent coordinator to purchase necessary supplies</li> <li>• Per session funds have been scheduled to pay teachers for curricular work.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• We will survey parents at p/t conferences about communication and look at that data as an SLT to inform our work.</li> <li>• Student Council will survey students at least 2 times to gather data about communication and community issues which they will share with the SLT. The SLT will use this information to inform our work.</li> </ul>

	<ul style="list-style-type: none"><li>• We expect that more parents and students will participate in the learning environment surveys and that we will increase satisfaction with communication and community.</li></ul>
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15	8			10			
7	12	13			7			
8	9	12			5			
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Extended day program, 2 times a week for 50 minutes each session. Extended day programs are tailored to meet individual student needs. Individual reading conferences focused on strengthening selection of and engagement with independent reading, and small group instruction using reciprocal teaching strategies to build non-fiction reading strategies.</b>
<b>Mathematics:</b>	<b>Extended day program, two times a week for 50 minutes each session. Group and individual conferences focused on reinforcing core curriculum topics, class themes, and mathematical discussions.</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Individual and group counseling tailored to individual student needs.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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. 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

### **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).  
  
No students in temporary housing at the Salk School of Science.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 255 Salk School of Science					
<b>District:</b>	2	<b>DBN:</b>	02M255	<b>School</b>		310200010255

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.0	96.7	96.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	141	131	132				
Grade 7	142	135	124				
Grade 8	125	140	130				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	2				
<b>Total</b>	<b>408</b>	<b>406</b>	<b>388</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.7	99.8	99.0

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	19.4	24.8	16.7

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	3	1

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	11	8	Principal Suspensions	18	14	23
# in Collaborative Team Teaching (CTT) Classes	20	31	28	Superintendent Suspensions	0	1	0
Number all others	9	10	10				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	19	23	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	3
# receiving ESL services only	0	1	TBD	Number of Educational Paraprofessionals	1	1	1
# ELLs with IEPs	5	4	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	47.4	47.8	68.0
				% more than 5 years teaching anywhere	31.6	39.1	48.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	74.0	92.0
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	96.4	93.4
Black or African American	9.8	9.6	6.7				
Hispanic or Latino	13.2	12.1	12.6				
Asian or Native Hawaiian/Other Pacific	26.0	21.2	17.5				
White	50.7	56.7	62.6				
<b>Male</b>	46.6	46.1	44.3				
<b>Female</b>	53.4	53.9	55.7				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	-	-				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	7	7	1			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD			
<b>Overall Score:</b>	53.1	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD			
School Environment:	10	Quality Statement 2: Plan and Set Goals	WD			
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P			
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals	WD			
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD			
Student Progress:	23.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.3					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CF101</b>	District <b>02</b>	School Number <b>255</b>	School Name <b>Salk School of Scie</b>
Principal <b>Rhonda Perry</b>		Assistant Principal <b>Jennifer Goodwin</b>	
Coach <b>Pauline David</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Sonia Glazer/ESL</b>		Guidance Counselor <b>Leslie Berck</b>	
Teacher/Subject Area <b>Betsy Schneck/Humanities</b>		Parent <b>Mindy Garelick</b>	
Teacher/Subject Area <b>Jason Rosenbaum/Humanities</b>		Parent Coordinator <b>Patti Burr</b>	
Related Service Provider <b>Harriet Glassman</b>		Other	
Network Leader <b>Marina Cofield &amp; Megan Roberts</b>		Other	

### B. Teacher Qualifications

Please 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 ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>392</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At Salk School of Science (MS255), every effort is made to increase student achievement and engagement. Identifying English Language Learners (ELLs) is a critical first step in this process. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language if other than English. The certified ESL teacher conducts the initial screening and administers the HLIS. If the ESL teacher is not available, the lead teacher, a NYS certified pedagogue, conducts this part of the screening. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ESL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process. If the responses indicate that a student may be an ELL, the ESL teacher administers the LAB-R, a test used to determine initial entitlement. This test is administered within ten days of enrollment. If the student's native language is Spanish, he/she is,also, administered the R-LAB.

The first step the ESL teacher takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Among the reports she checks is the RLER which lists students who are eligible. Every month, the ESL teacher checks the RADP to make sure she knows who has been admitted and discharged. She,also, checks the RYOS report which lists X-coded students: students whose I.E.P.s (Individual Educational Plans) make it not necessary to serve them a per the full mandated number of minutes of ESL service but who must take the NYSESLAT as per NYC, NYS and federal regulation and legislation. She cross-references these reports by reviewing the first page of the IEP. The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and writing. The ESL teacher schedules the students to be tested by grade during the May administration period and insures that proper test accommodations are in place. During the summer, the results are posted on ATS and students are classified as Beginner, Intermediate and Advanced. The level determines the number of hours per week of ESL instruction.

2. Within the first ten days of school or within the first ten days of enrollment in the NYC school system, the ESL teacher and the parent coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB-R. A critical component of Childrens First reforms is program placement of ELLs. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability, the default program for ELLs is Transional Bilingual Education as per CR Part 154. At the meeting, the three program choices are explained: Dual Language, Free Standing English as a Second Language, and Transitional Bilingual Education. Parents view a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form. For low-incidence languages, interpreters are hired. If there are fifteen students in contiguous grades who speak the same language and whose parents want a transitional bilingual education program, it will be formed. The ESL teacher informs the parents that at the present time, Salk has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program they want as long as there is available space.

3. Entitlement letters for new ELLs to the system are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the ESL teacher collects them at the conclusion of the parent meeting and they are kept on file in the main office. At the beginning of the school year, the ESL teacher checks the RLAT report on ATS. This report identifies the the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non Entitlement and Non Entitlement/Transitional letters are sent to the parents in English and the home language. Copies of these letters are kept on file in the ESL office.

4. At the present time, Salk has a Freestanding English as a Second Language Program. Parents of ELLs are notified of this when their children are admitted. Most ELLs who have entered the school in the last five years have come from low-incidence languages such as Serbian and Ukranian in which there are no bilingual programs being offered in New York City. In addition to informing parents of new ELLS to the NYC school system of their right to choose, the ESL teacher checks elementary school records of ELLs coming into the school. If a student was previously in a bilingual program, the ESL teacher will set up a meeting with the parent and a translator to make sure the parent understands his/her options. The parent will a be informed that switching a student back-and-forth from one program to another is not recommended.

5. There have been a few students in the past several years who have taken the LAB-R, but these students have all scored proficient in English. As a result, there are no Parent Survey and Program Selection forms to analyze.

6. The program models offered at the school are aligned with parental request. We will continue to build alignment between parental choice and program offerings by ensuring that ELL parents are informed of their legal right to transfer their children to a school offering a TBE program if so desired, and starting one at Salk when a threshold of 15 parents in contiguous grades of the same language group requests it.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	0	0	0	0	0	0	0	0	0	0

<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement:													

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

<b>Dual Language (ELLs/EPs)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

<b>Dual Language (ELLs/EPs)</b>										
<b>9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
French										0	0
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1a. Salk has one certified English as a Second Language (ESL) teacher who delivers instruction as a push-in co-teacher in a Freestanding English as a Second Language program.

1b. The school uses a Block program model in which the class travels together as a group by grade. Students go through a screening process in order to get into the school but classes are not further divided by proficiency level.

2. At the present time, there are no mandated ELLs at Salk and there are three X-Coded students. The ESL teacher makes sure Advanced students receive 180 minutes of ESL instruction per week and Beginners and Intermediates receive 360 minutes per week. In order to strengthen the connection between literacy and the content areas for all students at Salk, English and social studies are integrated into a Humanities course. The ESL teacher pushes into Humanities. The administration uses the NYSESLAT and LAB-R data to place ELLs who are in the same grade into the same class. This ensures that all ELLs will receive the services to which they are legally entitled.

3. As a free-standing ESL program, the language of instruction is English. However, the ESL teacher uses Native language and prior knowledge since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The classroom library includes books in the students' first language and if students speak low incidence languages, they are encouraged to bring native language books from home to be read during independent reading. The students can then make a connection between the books they are reading in their home language with the higher order thinking skills being taught. The ESL teacher stresses cognates to teach academic English vocabulary. Classes are taught at Salk using the Teachers College Reading and Writing Project workshop model combining mini-lessons with group, paired and independent work. Teaching is research based and data driven. Reading, writing and accountable talk are part of all literacy and content area instruction. The class library is organized by genre, theme and author and there are books in a wide range of reading levels. All content area classrooms have extensive class libraries. Dictionaries that translate words from English to the native language are available in all content area classrooms.. Chinese language speakers are given dictionaries that include pinyin, the official system adopted in China to transcribe Chinese phonetics. The pinyin helps the Chinese speaking students who do not know or have forgotten the Chinese characters. When teaching writers workshop, the ESL teacher addresses grammar transfer issues when they arise. During readers and writers workshop, the ESL teacher confers with the ELLs to make sure the content is comprehensible. The ESL teacher addresses all four ESL modalities: reading, writing, speaking and listening. When the data on Acuity and teacher assessment warrant it, the ESL teacher may also push into the mathematics and science classes. The science curriculum adheres to NYC's spiral scope and sequence using the full kit option (Foss, Delta and Se Pop). When working with ELLs, teachers may use sheltered instruction, rewriting worksheets to make the information more comprehensible. The teachers, also, demonstrate with realia and pictures. In teaching math, the school uses the Connected Mathematics Program (Pearson Prentice Hall). This is a constructivist, problem-based program. It is very engaging but has a lot of written text that may provide a challenge to ELLs. Math teachers and the ESL teacher "chunk" the text in order to make it more comprehensible. Differentiating instruction is important in helping second language learners become proficient in English. An important strategy in delivering instruction at Salk is to integrate subjects and not teach classes in isolation. For instance, the drama teacher works with the Humanities teachers in helping the students present monologues to the Greek Athenium Assembly as part of the study in Ancient Greece. (Parents are invited to this presentation and assist with the costume making.) The technology teacher instructs the students in touch-typing, using Microsoft Word, designing PowerPoint presentations and using Excel. In addition, he teaches the students to make tutorials connected

to the math curriculum and has them design digital stories using words, pictures, videos and music. These projects are great for all students and enrich language development for ELLs.

4a. Although we do not have SIFE students (Students with Interrupted Formal Education) at the present time, the LAP team is preparing itself for this contingency. Age appropriate, high interest and beginner level reading materials such as the program RIGOR (Reading Instruction Goals for Older Readers) would be ordered. The math department chair and assistant principal would assess the students' computational skills. If necessary, the school would hire a translator to assess the student's strengths and weaknesses in other content areas and would provide additional support for this student after school. Salk's computer teacher would work to integrate technology into all content areas to help SIFE students. If Spanish speaking SIFE students were to be enrolled in the school, we would administer the ALLD (Academic Linguistic Literacy Diagnostic) to determine the student's SIFE status.

4b. Newcomers (ELLs in US schools for less than three years), may require more scaffolding strategies including pictorial support and realia in order to make the content comprehensible. Books with accompanying CDs might be ordered to increase fluency and afford the student the opportunity to hear the English language read aloud. This, in turn, will familiarize the student with the cadence of English. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is crucial here. The ESL teacher will spend time with the ELLs scaffolding the level of difficulty of practice reading passages. Teaching students how to use word- to- word dictionaries, accessing prior knowledge and working with cognates are among the strategies the ESL teacher uses with these students.

4c. With long-term ELLs receiving 4 to 6 years of service, additional assessments would be administered. Different methodologies might be necessary. For instance, if the student were having difficulty decoding, The Wilson program would be used.

4d. For long-term ELLs who have completed 6 years, we would carefully analyze the data to try and determine if the issue is language or a learning issue. It might be decided to have this student assessed in his/her home language.

4e. For ELLs identified as having special needs, it is important to read the I.E.P. The ESL teacher needs to articulate with all service providers for that student. She has to be aware of all necessary accommodations and make certain that second language issues and not confused with special needs. In addition, the ESL teacher needs to carefully plan her program so there are no scheduling conflicts with other providers. With these and all ELLs, data informs instruction. It is important to analyze the results of the NYSESLAT and interim assessments so that the strengths and weaknesses in the 4 modalities can be addressed: reading, writing, speaking and listening.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
-------------------	-----

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Salk has targeted intervention programs for ELLs who need additional support. At the onset of the school year, the teachers go on ARIS to determine who might benefit from the Extended Day program in English and math on the basis of standardized test scores. Next, teachers use their own assessments based on rubrics to revise that list. Instruction is provided in English.

6. At the present time, there are two seventh grade ELLs who have reached proficiency on the NYSESLAT and are entitled to continuing transitional support. The administration has placed them into the same class and the ESL teacher pushes into their Humanities class two hours per week.

7. Assessing the students with the ELL Interim Assessment is the new improvement that will be considered for the upcoming school year. This will help the ESL teacher ascertain the level of proficiency and need of remediation in reading, writing (grammar) and listening.

8. There are no programs/services for ELLs that will be discontinued.

9. ELLs are afforded equal access to all school programs. There is a wide array of after school programs including team and intramural sports, math club, drama, art, chess, guitar, homework help and SHSAT prep. These programs are open to all students. In addition, students choose from a menu of electives over a semester once per week for fifty minutes. These electives include activities such as chess, dance, drama, film and art. The school has many partnerships which enhance learning and provide greater individualized instruction to students including ELLs. Among these partners are NYU School of Medicine and NYU School of Dentistry. In addition, the school partners with The NY Botanical Gardens and the NY Hall of Science. Salk is also part of an initiative called Urban Advantage in which the school works closely with the American Museum of Natural History to enhance inquiry-based science learning in the classrooms by utilizing the resources of NYC.

10. Since the ESL program at Salk is a push-in program, the ESL teacher uses the material that the content area class is using and tries to link the material to prior learning. The goal is to make sure this material is comprehensible to ELLs. The ESL teacher will make sure that the students' independent reading book is the right level and will confer with the student a few times a week. In writing, the ESL teacher may include additional editing marks to assist the student in correcting transfer errors in English, e.g. verb tense (Chinese), omission of "the" (Serbian). The ESL teacher has a subscription to ReadingA-Z.com and uses these leveled printables to provide additional support when needed.

11. Although the school has a Free standing English as a Second Language program, ELLs are encouraged at times to read books in their native language during independent reading. Linking the higher reading level home language book with higher order thinking skills that are practiced during independent reading is good pedagogy.

12. The required services support and resources correspond to ELLs' ages and grade levels. Were the school to enroll older ELLs, the school would purchase appropriate materials suited to these students.

13. In June before entering Salk, all 5<sup>th</sup> grade students who have been accepted to Salk are invited to a Welcoming Tea. At this tea, they can meet some of the staff and other incoming students. If there are newly enrolled ELLs in other grades, the ESL teacher will take them and their parents on a tour of the school before the beginning of the school year.

14. Seventh and eighth grade students at Salk take Spanish.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The goal of staff development at Salk is to increase student achievement and engagement by looking at evidence of student learning. Teachers are analyzing and learning to use the principles outlined in the How Students Learn series to optimize student success by targeting their interventions and differentiating instruction. Teachers are, also, using Ross Greene's Lost At School as a book study to gain insights and learn techniques in dealing with behaviorally challenging students. Mary Ehrenworth, a consultant from Teachers College Reading and Writing Project, is working with teachers in ELA and Anne Burgunder, a math consultant from Metamorphosis is working with the math staff to look at evidence of student learning. This will help teachers provide targeted intervention using the best research based strategies. In addition, teachers are being trained to understand and use formative assessments and the Common Core Standards. In all of these areas, specific interventions dealing with ELLs are addressed. Teachers learn that differentiating instruction for ELLs may require a different set of interventions than is provided to other student cohorts.

It is very important that the ESL teacher learn the latest methodologies so that she can turn-key the information to teacher of ELLs. She attends conferences and workshops provided by OELL (Office of English Language Learners.) such as the upcoming "Achieving Success for ELLs: A Common Understanding of What Works." She, also attends monthly workshops provided by the Instructional Coach for Special Education and ELLs in the CF 101 network.

2. To reach the goal of helping ELLs as they transition to different levels of education, teachers are working together to revise curriculum maps based on the work of Wiggins and McTighe in Understanding by Design and the Common Core Curriculum Standards. The goal is to make sure the maps are aligned vertically and horizontally to enhance connections between content areas and grades. This, in turn, will also support transitions from elementary to middle and from middle to high school. The school has an advisory program for all students. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes.

3. As per the Jose P. court decision, all teachers in the school including non-ELL teachers are provided with 7.5 hours of professional development in teaching ELLs. The administration has opted to use a coaching model to deliver this support. Using this model, the ESL teacher goes into the subject area classrooms. She observes lessons, models ESL strategies and scaffolding techniques and articulates with the teachers. She assists subject area teachers in using ELL data as a tool and explains how BICS and CALP impact academic performance. She advises teachers working with Non Entitled Transitional students and explains to teachers who do not service ELLs how they might revise their lessons with more realia, pictures and sheltered instruction were ELLs to be registered in their classes. The teachers are, thus, learning to differentiate instruction to align with students' prior knowledge and language needs.

## **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Salk has a very diverse student and parent population. A concerted effort is made to get all parents involved. This process begins with our recruitment efforts as a choice school. In order to attract a diverse student population, brochures about the school are made available in languages other than English. The process continues with our well-attended annual Welcome Tea for incoming 6<sup>th</sup> graders and their parents held in June prior to their middle school tenure. At that time, incoming students and their parents are afforded the opportunity to meet staff members, parent association officers, some current students and each other. At the end of September, Salk hosts a Curriculum Night where parents meet their children's teachers and are informed of curricula and expectations. Among other ways the school tries to involve all parents is by hosting the annual Salk International Dinner for families and staff which is held in October of the school year. For that occasion, parents are encouraged to prepare a dish to celebrate their cultural heritage. Also in October, the school hosts at Math Night for parents in which the CMP math program is explained through hands-on activities. There are many workshops held throughout the year to inform parents on ways they can help their children with adolescent issues and ways they can support their children in meeting and exceeding the standards in content instruction.

2. When the need is ascertained, the guidance counselor provides ELL parents with information about free adult education classes provided by the NYC Department of Education, Office of Adult and Continuing Education. Among the classes offered are ESOL (English for Speakers of Other Languages) and a GED program. ELL Parents are also encouraged and assisted in registering for computer literacy classes offered by the NY Public Library. Parents of ELLs and former ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners.

3. Beginning in June of the proceeding year, incoming 6<sup>th</sup> grade parents fill out the Parent/Guardian Volunteer Survey. This survey asks

parents to check some of the ways they, as parents, can help the school. This survey also informs the school of how best to contact the parents. In addition, it asks parents when it is best for them to attend meetings and what topics they would like addressed at monthly parent workshops. Most importantly, a DOE form is attached which queries parents in English and other languages as to the need for translation services in written and oral communication. The school uses this data to plan for translation services for parent-teacher conferences and other events. The personnel at the school can also prepare for the turn-around time in using the DOE's Translation Services for written communication.

4. We query parents as to their needs and try to provide the workshops requested. Salk has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. The parent coordinator also sends weekly updates to all parents. We encourage parents to help out in the school in whatever way they can to strengthen the home-school connection. Parents serve as class parents to facilitate communication. The school also uses eChalk to provide all parents with email accounts to facilitate communication and provide them with a way to view their children's home work and projects. On this web-based site, parents also have access to the principal's messages, the school calendar and the curriculum.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	1					1
Intermediate(I)							0	0	0					0
Advanced (A)							1	0	1					2
Total	0	0	0	0	0	0	1	0	2	0	0	0	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	1				
	I							0	0	0				
	A							1	0	1				
	P							0	0	0				
READING/ WRITING	B							0	0	1				
	I							0	0	0				
	A							1	0	1				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	0	0	1	0	1
7	0	0	0	0	0
8	1	1	0	0	2
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		0		1		0		1
7	0		0		0		0		0
8	1		0		1		0		2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1				1		3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

teachers use Acuity, but tailor the questions for interim assessments which are administered as per the DOE calendar. The data collected informs instruction and helps teachers group the students.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal how students are performing in all four modalities: reading, writing, speaking and listening.

3. The patterns across NYSESLAT modalities-reading/writing and listening/speaking affect instructional decisions. When pairing and grouping the students, the teacher will differentiate instruction accordingly. For instance, a student who has scored Proficient in listening/speaking and Intermediate in reading/writing may spend less time in oral language development and more time developing skills in the written second language. When working on oral skills, this student would be expected to do grade-level work.

4a. At the present time, there are two nonentitled transitional students from our Freestanding ESL Program. They have deliberately been placed in the same class and the ESL teacher provides transitional support during Humanities. On the basis of the ELA and content teacher assessment, the ESL teacher provides additional support.

4b. Salk has not previously administered the ELL Periodic Assessment. However, were we to get ELLs now, we would administer it. This is a good tool for determining how prepared the students are for the reading, writing (grammar) and listening sections of the NYSESLAT.

4c. Not Applicable

5. Not Applicable

6. The teachers and administration evaluate the success of its program for ELLs by analyzing the data. Firstly, we look at the NYSESLAT and ELL Periodic Assessments to see if the students are gaining in proficiency in all modalities. Next, we ascertain how well the ELLs are faring on ELAmath and other standardized NYS content area exams as well as interim assessments and teacher designed assessments. Salk School of Science's Language Allocation Policy is based on the Freestanding English as a Second Language model and incorporates all principles that pertain to this model. This includes coherence, academic rigor, explicit ESL instruction, content area instruction aligned to the standards and ongoing assessment in content areas as well as English language development.

## Additional Information

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

Salk has a significant number of parents who are not Native English speakers. Some of these parents are proficient in English and want to receive all written and oral communication in English. We analyzed the data on ATS, blue emergency cards and the DOE language preference form and determined the following:

### Parental Need for Translation Services

Written Language	#	Oral Language	#
Spanish	3	Spanish	4
Chinese	18	Mandarin	14
		Cantonese	4
		Japanese	1
Romanian/Italian	1	Romanian/Italian	1

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		