



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE SALK SCHOOL OF SCIENCE  
**DBN (i.e. 01M001):** 02M255  
**Principal:** RHONDA PERRY  
**Principal Email:** RPERRY3@SCHOOLS.NYC.GOV  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** REX BOBBISH

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rhonda Perry	*Principal or Designee	
Nickoleta Lytras	*UFT Chapter Leader or Designee	
Sarah Oakes	*PA/PTA President or Designated Co-President	
	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 Marsh	Member/ teacher	
Amelia Kephart	Member/ teacher	
Marsha Wallace	Member/ teacher	
Jessica Furlong	Member/ teacher	
Sheena Acharya	Member/ parent	
Pam Frederick	Member/ parent	
Jenny Low	Member/ parent	
Stephen Puckowitz	Member/ parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All teachers will be observed by an administrator at least 6 times per year and in accordance with their initial planning conference preference, using the components of the Danielson rubric to identify areas of growth for each staff member.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Last year, as per the city's pd initiatives around Danielson, the administration informally observed teachers 5 times each and provided feedback. More frequent observations using Danielson is now a citywide mandated initiative.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The in-depth Danielson rubric will be given to staff along with the simplified version.
2. Teachers will engage in on-going pd using the rubric with an in-depth focus on the assessment section as it relates to the school's professional development initiative to improve formative assessment.
3. Teachers will use videos from ARIS learn to norm their observations and will engage in cycles of intervisitations using the Danielson rubric.
4. Administration will determine schedule to observe and give feedback to teachers in a timely fashion.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators will engage in pd using Danielson from the Network and DOE talent coaches.
2. Administrators will identify DOE resources on ARIS learn and vimeo with the help of Network staff, staff developers and talent coaches.
3. Administrators will work with staff developers from TC and Metamorphosis as well as department chairs to provide support to teachers in various areas.
4. Administrators will provide time during Wednesday meetings with staff to engage in ongoing professional development on the Danielson rubric with a keen focus on assessment.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Administrators will collect exit tickets and teacher survey data to determine effectiveness of support provided.

#### **D. Timeline for implementation and completion including start and end dates**

1. Administration will hold initial planning conferences (IPC) as per DOE calendar for IPC .
2. By January, administrators will complete 2 -3 rounds of observations in the ADVANCE system.
3. All observations will be completed as per the DOE calendar in ADVANCE.
4. At all whole staff meetings, teachers will submit exit tickets. At least 4 times in the year, teachers will complete a survey requesting feedback on the level of support received.
5. In June, teachers will write reflections on their progress towards their professional development goals which they wrote about in September.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher schedules are organized so that there is time during the day to meet with team members and department members to plan and reflect. Every Wednesday for an hour and 10 minutes , teachers meet to improve their practice.
2. Teachers will meet with department chairs for support with pd initiatives.
3. Administration and department chairs will meet monthly to determine types of supports for teachers including how best to use staff developers and to set up cycles of intervisitations or lesson study.
4. Administration will meet with whole staff at least 1 time per month to provide support with the Danielson rubric, especially in the area of assessment.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our SLT will send a letter to share our goals with parents and we will share new DOE initiatives with parents at PA meetings.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June, all teachers will demonstrate more strategic shifts in instruction (improvement in small group instruction and quality and frequency of feedback to students) that deepen student conceptual understandings and growth in specific areas of the Common Core.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Teacher survey data in June and September identified assessment as an area of focus and as per our progress report data, we need to continue to work on helping all students make progress, especially the lowest third in math.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
  1. Teachers will engage in ongoing pd to improve formative assessment by looking at student work, assessment tools, rubrics, Core Curriculum standards, curriculum design , and student performance data to inform next steps.
  2. Staff developers will work with department chairs and the administration to support teachers to improve quality and frequency of feedback to students as well as small group work.
  3. Teachers will use online systems to help track student growth.
  4. Teachers will create a portfolio demonstrating their instructional shifts and student growth in specific areas of the common core.
- B. Key personnel and other resources used to implement each strategy/activity**
  1. The principal and the sixth grade team leader are involved in a Cahn Fellowship project to do this work. We will use fellow principals , professors at TC and resources from classes to implement each strategy/activity.
  2. Administrators, department chairs and staff developers will work together to support teachers with formative assessment.
  3. Administrators will identify resources (books, videos and data systems) to support teachers.
  4. We will engage in intervisitations and lesson studies to support this work.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. We will use interim assessment data and teacher designed assessments to track student growth, especially focusing in on the lowest third.
  2. Teachers will do exit tickets at the end of pd sessions and we will conduct at least 4 surveys with teachers to measure their progress with formative assessment work. Teachers will do an extensive reflection at the end of the school year.
- D. Timeline for implementation and completion including start and end dates**
  1. Staff will be trained in the use of online data management systems in September.
  2. Teachers will grade the baseline exams and analyze the data for trends to make instructional decisions early in the school year.
  3. Every Wednesday, staff will be engaged in pd to look at formative assessment work as a whole staff, by department or in grade teams .
  4. Administrators will work with department chairs to provide ongoing support throughout the year using staff developers and pd offerings at TC and through our Network
  5. From April to June, staff will share portfolios demonstrating instructional shifts based on data collected.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Every Wednesday, time is allotted for staff to meet in grade teams, departments or as a whole staff for 70 minutes. It will be used to carry out this work.
  2. Teachers have common planning time built into the schedule to continue this work.
  3. Once per month, department chairs and administrators meet to plan for and evaluate this work.

4. Staff developers from Metamorphosis and Teachers College will support this work.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents and students will receive more frequent , specific feedback.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen communication and expectations with parents by increasing the level of parent satisfaction in these areas on our parent survey.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

While we generally receive high marks from most parents in these areas, we acknowledge that we can improve with the roughly 7% who felt we could improve in the area of communication and giving regular feedback on the Learning Environment Survey.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Create parent podcasts that can be posted to the school's website to inform parents about DOE and school initiatives for those parents who cannot attend meetings.
2. Invite department chairs to PA meetings to facilitate communication.
3. Continue to invite parents in for class celebrations of student work.
4. Hold lunch chats with parents during Open School week.
5. Send home hard copies of Salk goals to all parents and make hard copies of curriculum maps and class expectations available to parents.
6. Use class parents even more to communicate with parents.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Grade teams and departments will prepare a short video describing key information for parents.
2. PA exec board can survey parents to see which departments they want to hear from during meetings and reach out to appropriate staff members.
3. Our technology teacher will support our work with the video.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At least 2 times during PA meetings and/or class parent meetings, parent feedback will be solicited about these areas.

**D. Timeline for implementation and completion including start and end dates**

1. By the Spring parent/teacher conferences, podcasts will be uploaded.
2. The PA executive board will identify PA meetings for department chairs to attend by February.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Our technology teacher ,department chairs and parent coordinator will support this work.
2. We will meet with our PA exec board to discuss these initiatives.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We will try to use podcasts to further involve parents and better leverage our class parents.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students have extra practice with close reading of fiction and non-fiction texts. Strategies such as guided reading and reciprocal teaching are employed.	Small group instruction.	Service is provided during our Extended Day Program.
<b>Mathematics</b>	Students have opportunities to practice math fluency of math facts and algorithms as well as multi-step problems related to class work.	Small group instruction.	Service is provided during our Extended Day Program.
<b>Science</b>	Students receive extra support in class work focused on concept and skill attainment.	Small group instruction.	Service is provided during our Extended Day Program.
<b>Social Studies</b>	Students receive extra support in class work focused on concept and skill attainment. There is a focus on non-fiction reading and essay writing.	Small group instruction.	Service is provided during our Extended Day Program.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Supports are provided based on students' needs.	Small group or one-on-one	Service is provided during the school day or extended day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>255</b>
School Name <b>Salk School of Science</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Rhonda Perry</b>	Assistant Principal <b>Jennifer Goodwin</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Melinda Reid</b>	Guidance Counselor <b>Leslie Berck</b>
Teacher/Subject Area <b>Jake Wizner/Humanities</b>	Parent
Teacher/Subject Area <b>Marcel Pezet/Humanities</b>	Parent Coordinator <b>Patti Burr</b>
Related Service Provider <b>Erica Repp</b>	Other
Network Leader(Only if working with the LAP team) <b>Rex Vobbish</b>	Other

### C. 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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>379</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 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														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	ELL Students with Disabilities	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Salk uses many formative and summative assessment tools to determine the literacy skills of the ELL population. Assessment informs instruction. In reading, teachers use Teachers College Reading Assessments. For ELLs, the teachers also administer Fountas and Pinell's oral reading assessment. By assessing students one to one, the teacher can determine, among other things, the student's prior knowledge, decoding ability, fluency, speed, stamina and strategies. The teachers differentiate instruction accordingly and form strategic homogenous groups and pairs. In writing, the teachers have the students write a personal narrative which is graded according to rubrics. Salk uses interim assessments provided by the NYC Department of Education, and the DYO (Design Your Own) option. Teachers use assessment in instruction as outlined in Framework For Teaching.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels on the LAB-R or the NYSITELL and the NYSESLAT reveal how students are performing in terms of being Beginners, Intermediates, Advanced or Proficient. At this time, Salk has no ELL students so there is no data to analyze.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Teachers differentiate instruction and group students accordingly. In Salk's case when a new ELL student would enroll, the decision is how to best "buddy" this student with non-ELLs to improve language proficiency and academic achievement.
4. For each program, answer the following:
  - a. 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?  
At the present time, there are no ELL students at Salk. If a new ELL student were to enroll, then the ELL student would be in a self-contained 12:1 class in a Freestanding ESL program. The student, thus, would not take any exams in the native language. For any new ELL student, the student's test history profile would be examined, one would look at the NYSESLAT score and see how the ELL level has changed. The ESL teacher and the Humanities teacher would target instruction accordingly.  
The ELL Periodic Assessments are optional and Salk has not chosen to administer them. Were we to have a greater number of ELLs in the future, the ELL interim assessment would help us to analyze the students' progress in reading, grammar and listening. The school leadership and teachers are making instructional decisions as per the IEP and summative interim assessments.
- 4c. Not Applicable
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher and humanities, math and science teachers collaborate to ensure there is differentiation in every lesson so that ELLs can access the material and develop their second language.
7. 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?
  - c. How are EPs performing on State and City Assessments?  
Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

When Salk has ELL students, the LAP team evaluates the success of its program for ELLs by analyzing the data. First, we look at the NYSESLAT scores to ascertain if students are making gains in English language proficiency. Next, we analyze how well ELLs are faring on the ELA and NYS standardized content area exams. This information enlightens the staff as to how well the ELLs are progressing in academic achievement. We make sure that special education requirements in the IEP are aligned with the ESL program. 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.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At Salk School of Science (MS 255), 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 is translated into fifteen languages. The certified ESL teacher conducts the initial screening and informal interview and administers the HLIS. If the ESL teacher is not available, the guidance counselor or assistant principal, NYS certified pedagogues, administer this. 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. On the HLIS if the parent or guardian gives an answer of another language one or more times for questions 1-4 of Part 1 and gives an answer of another language two or more times for questions 5-8, then the LAB-R needs to be administered for that student. The LAB-R is a test used to determine initial entitlement. This test is administered within ten days of enrollment. If the student's native language is Spanish, the student is also administered the R-LAB. As of February 1, 2014, the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R. It will be similar to the NYSESLAT but abbreviated in length.  
The first step the ESL teacher takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Among the ATS reports checked is the RLER which lists eligible students. Every month, the ESL teacher reviews the RADP which lists all admitted and discharged students.
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.  
Within the first ten days of school or within the first ten days of enrollment in the NYC school system, the ESL teacher, Melinda Reid and the parent coordinator, Patti Burr, set up a meeting for those parents whose children have scored below proficiency on the LAB-R. A critical component of Children 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 Transitional 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 an online presentation of 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 necessary. The school records ELL program choices on the ELPC function on ATS. If there are fifteen students in contiguous grades who have the same home language and whose parents request a transitional bilingual education program, it will be formed. The ESL teacher, Melinda Reid, informs the parents that at the present time, Salk has a Freestanding English as a Second Language Program. Parents are told of their legal right to transfer their children to a school with the program they prefer as long as there is space available. If a family requests a bilingual program, Salk contacts the DOE's Office of ELLs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the ESL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ESL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ESL teacher, Melinda Reid, checks the RLAT report on ATS to determine ELL status. Entitlement, Continued Entitlement, Non Entitlement and Non Entitlement/Transition 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. 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.

When Salk has ELL students, Salk has a Freestanding English as a Second Language Program. Parents of ELLs are notified of this when their children are admitted. After parents of ELLs have made a choice of which program they have chosen for their child, a placement letter is sent to the parents indicating the program in which their child has been placed. The parent choice as indicated on the Parent Survey & Program Selection Form must be entered in the designated screen ELPC in ATS within 20 days. Most ELLs who have entered the school in the last five years have come from low-incidence languages including Serbian and Ukrainian in which there are no bilingual programs being offered in New York City at the present time. 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 is informed that switching a student back-and-forth from one program to another is not recommended from a pedagogical standpoint. Currently there is no ESL program at Salk since there are no ELLs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 according to grade level in the following order: listening, reading and writing. The ESL teacher ensures that proper test accommodations for special education students are followed. During the summer, the results are posted in the function RLAT on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of mandated ESL instruction.

6. 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.) 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. 

There have been a few students in the past five 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.

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 fifteen parents in contiguous grades with the same home language requests it.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
- a. Salk has one certified ESL teacher who delivers instruction as a push-in co-teacher in a Freestanding English as a Second Language Program when there are ELL students.
- b. The school uses a Block program model in which the class travels together as a group by grade. Periods are divided into thirty minute periods. There is one CTT class per grade and one self-contained 12:1 class in the school that, at the present time, has sixth and seventh graders. All ELLs in the same grade of mixed proficiency are placed in the same 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)?

At the present time, there are no ELL students, but the ESL teacher pushes in to provide services to other students who need support. When Salk has ELL students, classes are organized so that ELLs in the same grade (with the exception of those in 12:1 classes) are placed in the same class. The administration uses the results on the LAB-R and the NYSESLAT to facilitate this process. Were the school to receive an influx of ELLs in different grades and on different proficiency levels, additional ESL teachers would be hired.

- a. If Salk has ELL students, the ESL teacher makes sure Advanced students receive 180 minutes of ESL instruction per week while Beginners and Intermediates receive 360 minutes per week as per CR Part 154. 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 and, thus, can help the ELLs with language development and content achievement.
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 foster language development and meet the demands of the Common Core Learning Standards.

When Salk has ELL students, there is a free-standing ESL program where the language of instruction is English. However, the ESL teacher would use native language 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 read during independent readings. The class library is organized by genre, theme and author. 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. For example, Chinese language speakers would be given dictionaries that include pinyin, the system that transcribes Chinese phonetics. Technology enrichments in the native language are utilized. The ESL teacher would use Cummins' model of mapping a new word in the second language to a cognate in the student's native language. Classes are taught at Salk using Columbia University's Teachers College Reading and Writing Project workshop model combining mini-lessons with group, paired and

independent work. Teaching is data driven using formative and summative assessments to make pedagogical decisions. Instruction is aligned to the Common Core Standards with teachers using literary and informational texts. When teaching writers workshop, the ESL teacher would address grammar transfer issues as they arise. During readers and writers workshop, the ESL teacher would confer with the ELLs to make sure the content is comprehensible. She would help the students access complex texts by helping the students understand Tier Two and Tier Three vocabulary and figurative language. The ESL teacher would address all four ESL modalities: reading, writing, speaking and listening. The ESL teacher also pushes into the mathematics and science classes. The science curriculum adheres to NYC's spiral scope and sequence using the full option (Foss, Delta and Se Pop). The teachers use A. Walqui's scaffolding techniques to assist ELLs. In teaching math, the school uses the Connected Mathematics Program (Pearson, Prentice Hall). This is a constructivist, hands-on program. It is very engaging but has a lot of written text and, at times, assumes a prior knowledge that can provide a challenge to ELLs. The ESL teacher "chunks" the text in order to make it more comprehensible. Differentiating instruction and using strategic grouping is an important pedagogical approach at Salk. At Salk, teachers do not teach subjects in isolation. For instance, the drama teacher works with the Humanities teachers in helping the students write and present monologues to the Greek Athenian Assembly as part of the study in Ancient Greece. The technology teacher instructs the students in using Microsoft Word and Excel, and designing PowerPoint presentations. In addition, the students learn to design digital stories using words, pictures, videos and music. Teachers integrate media and technology into classroom practices. These projects are great for all students and enrich language development for ELLs. In addition to having laptop carts on each floor, the school has iPad carts on each floor with many applications to assist instruction for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the Spanish LAB. This tool helps teachers ascertain language skills in Spanish. Were Salk to get Spanish-speaking SIFE students, the students would be administered the administered the academic language and literacy diagnostic in Achieve 3000 to determine native language proficiency. In the future, were Salk to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and programmatic goals.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

New students to the school are given the LAB-R which evaluates listening, speaking, and reading. In the spring, the NYSESLAT is administered to all ELLs which evaluates all four modalities. In addition to those formal assessments, ongoing informal assessments of their reading, writing, speaking and listening take place throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

Although we do not have SIFE students 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. If necessary, the school would hire a translator to assess the student's level in content areas and the school would provide additional support for these students after school. Salk would apply for a grant for high needs populations to include professional development and parental involvement.

Newcomers require more scaffolding strategies including pictorial support and realia to make the content comprehensible. Books with accompanying CD's and computer programs are utilized to help increase fluency and afford the student the opportunity to hear the English language read aloud. This, in turn, will familiarize the student with English cadence. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is crucial in preparing students. The ESL teacher scaffolds the material making sure to work with literary and nonfiction texts and providing additional support in academic language when working with the Depth of Knowledge Levels. Teaching students how to use word-to-word dictionaries and teaching cognates are among the strategies the ESL teacher uses with these students.

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 might be used. Based on the Common Core Standards, the teacher would use Hiebert's "Text-Complexity Multi-Index" to match texts to the student. This is a research-based program. The goal would be to increase the students' fluency, comprehension and critical thinking using literary and informational texts.

For long-term ELLs who have completed 6 years, the school would carefully analyze the data to determine if the issue is a language or a learning issue and might decide to have the student assessed in his/her home language. The school would purchase high interest fiction and nonfiction reading materials to bring this group up to speed.

With former ELLs in years 1 and 2 after testing proficient, these students would receive testing accommodations according to their needs for those two years after testing proficient on the NYSESLAT.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

When working with ELL-SWDs, the goal is to provide access to academic content areas and accelerate English language development. The ESL teacher uses the students' IEPs as guides. She confers with the subject area teachers and the service providers so that the plan is coherent and language issues are not confused with disabilities. For instance, if the IEP states that the student has difficulty decoding multisyllabic words, the ESL teacher will know to work with cognates for that student. Since this is a push-in program, the ESL teacher may help the student "chunk" the text to make it comprehensible.

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

Salk uses curricular, instructional and scheduling flexibility to meet the needs of ELLs-SWDs within the least restrictive environment. Salk provides a SETSS, CTT and 12:1 self-contained program. The IEP determines the least restrictive environment for each student. Using a push-in ESL model, the students do not miss any work being pulled out of class. The ESL teacher uses the material that the subject area teacher is using and provides native language and scaffolding supports. The special education requirements are aligned with the LAP. In addition, for those ELLs-SWDs who are in 12:1 or CTT classes, the ESL teacher checks the notes of service providers on SESIS for additional information on how best help these students meet the IEP goals. The ESL teacher keeps accurate attendance records on SESIS for these students.

**Courses Taught in Languages Other than English ⓘ**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

**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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

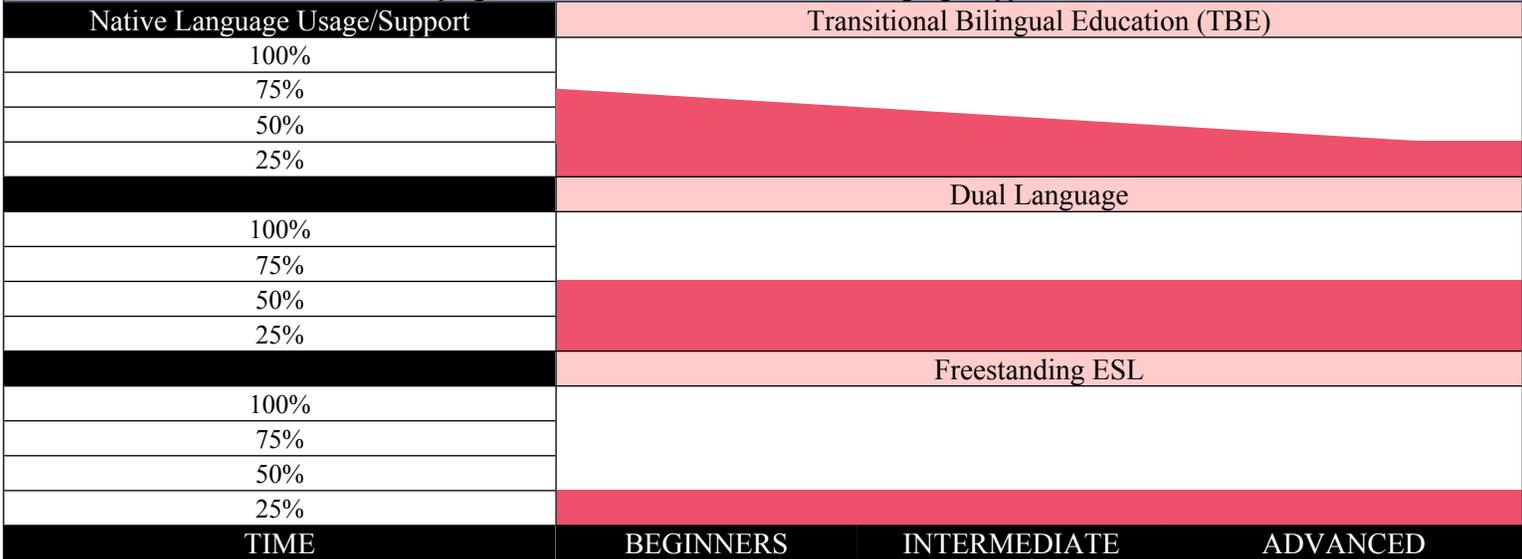
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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 Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Salk has targeted intervention programs for all students including ELLs who need additional support. At the onset of the school year, teachers use ARIS to determine who might benefit from the Extended Day program in English and math on the basis of standardized test scores. The Extended Day program is also offered to ELLs for social studies and science. Next, teachers use their formative assessments aligned to the Common Core Standards to revisit that list. This instruction is either in small groups or one to one. Bilingual dictionaries are available for ELLs as needed. During the regular school day, the ESL teacher would push in to the class of the particular subject area. Instruction is provided in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As a free-standing ESL program, the language of instruction is English. However, the ESL teacher would use native language 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 read during independent readings. The class library is organized by genre, theme and author. 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. Classes are taught at Salk using Columbia University's Teachers College Reading and Writing Project workshop model combining mini-lessons with group, paired and independent work. Teaching is data driven using formative and summative assessments to make pedagogical decisions. Instruction is aligned to the Common Core Standards with teachers using literary and informational texts. When teaching writers workshop, the ESL teacher addresses grammar transfer issues as they arise. During readers and writers workshop, the ESL teacher confers with the ELLs to make sure the content is comprehensible. She helps the students access complex texts by helping the students understand Tier Two and Tier Three vocabulary and figurative language. The ESL teacher addresses all four ESL modalities: reading, writing, speaking and listening. The ESL teacher also pushes into the mathematics and science classes. The ESL teacher collaborates with the science, math and humanities teachers to ensure every ELL's needs are met in content and language development. The ESL teacher develops strategies to be used in ESL and content classes.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, there will continue to be more of an emphasis on reading nonfiction texts. In teaching writing, teachers will place an emphasis in teaching students to convey ideas and opinions through information/argument writing.

12. What programs/services for ELLs will be discontinued and why?

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

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

ELLs are afforded equal access to all school programs. Each class has at least two class parents who communicate with all of the other parents. On Salk's website, a parent or guardian can click on Select Language on the right side of the home page and then choose from over 70 languages to translate the information on the site. Information about the after school program is on the site. There is a wide array of after school programs including team and intramural sports, math clubs, 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 offered during the spring semester for one day a week for fifty minutes. These electives includes activities such as chess, dance, drama, film and art. The school has many partnerships that enhance learning and provide greater individualized instruction to students including ELLs. Among these partners are NYU School of Medicine. In addition, the school partners with the NY Botanical Gardens and the NY Hall of Science. Salk is, also, part of the Urban Advantage in which the school works closely with the American Museum of Natural History to enhance inquiry-based science learning by utilizing the resources of NYC.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since the ESL program at Salk is a push-in program, the ESL teacher would use the material that the content area class is using and incorporates ESL scaffolding methodologies to improve English language proficiency and increase content knowledge. In Humanities, teachers use materials designed by Columbia University's Teachers College Readers and Writers Workshop. The teachers, then work collaboratively using the Common Core Standards to add to the curriculum. The ESL teacher helps the ELLs with grammatical structures and vocabulary. The ESL teacher has a collection of bilingual dictionaries which is distributed to

classrooms with former ELLs as needed. If an ELL student were admitted and the school did not have a dictionary in his/her home language, one would be ordered. In addition, the ESL teacher uses technology enrichments in the native language to provide support. There are also laptop and iPad carts on each floor of the school. iPods are also used in science classes.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

When Salk has ELL students, Salk has a free-standing ESL program. ELLs would be encouraged to read books in their native language during independent reading. Native language support includes the use of bilingual dictionaries. When applicable, teachers group the students into strategic homogenous linguistic groupings and employ a buddy system. In the future, were Salk to have groups of ELLs who share a common language, the school might organize Native Language Arts classes because research has shown that the more reading material that students read in the native language, the easier it is to transition to academic English proficiency.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources correspond to ELLs ages and grade levels. Were the school to enroll older ELLs, Salk would purchase appropriate materials suited to these students. Additionally, after school tutoring would be provided.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In June, before entering Salk, all 5th grade students who will be attending Salk are invited to a Welcoming Tea. At this event, the students and their parents meet staff members and other incoming students. If there are newly enrolled ELLs in other grades, the ESL teacher takes them and their parents on a tour of the school before the school year begins. In addition, Salk has a "Buddy" program in which 7th and 8th graders help 6th graders, including all ELLs, acclimate themselves to middle school.

18. What language electives are offered to ELLs?

Seventh and eighth grade students at Salk study Spanish.

19. For schools with dual language programs:

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

Not Applicable

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The goal of staff development at Salk is to increase student achievement and engagement. Teachers are analyzing and learning how to use the principles set forth in Charlotte Danielson's Framework for Teaching to evaluate best practices. Teachers are focusing on questioning techniques. They are, also, learning techniques to teach argument writing. At staff development meetings, teachers are learning to use the best research-based strategies to targeted groups including ELLs. Staff developers from Columbia University's Teachers College Readers and Writers Workshop provide additional support to all teachers including teachers of ELLs. The ESL teacher attends various conferences throughout the school year specifically dealing with ESL methodology. The ESL teacher attended the Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators in September. In October, the ESL teacher plans to attend the Teachers College Reading and Writing Project's 85th Saturday Reunion which will offer more than 140 workshops for K-8 educators. In addition, the Office of English Language Learners has videos on different topics such as how to meet the academic and socio-emotional needs of SIFE. Videos on relevant topics are watched by the ESL teacher.

To reach the goal of helping ELLs as they transition to different levels of education, teachers work together to revise curriculum maps based on the work of Wiggins and McTighe in Understanding by Design. 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 support transitions from elementary to middle and from middle to high school. In addition, 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.

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 articulates with the teachers. She assists subject area teachers in using ELL data as a tool to differentiate instruction and explains how A. Walqui's scaffolding strategies including text re-presentation, use of realia, schema building, metacognition and modeling can impact academic performance. She explains and/or demonstrates how Norman Webb's Depth of Knowledge levels can be made more comprehensible to ELLs.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 Welcoming Tea for incoming sixth graders and their parents are afforded the opportunity to meet staff members, parent association officers, some current students and each other. At the beginning of the school year, Salk hosts a Curriculum Night where parents meet their children's teachers and are informed of curricular expectations. Among other ways the school tries to involve all parents is by hosting the annual Salk International Dinner for families and staff. For that occasion, parents are encouraged to prepare a dish to celebrate their cultural heritage. Also, the school hosts a 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 the standards in content curriculum. Parents of ELLs are included in all of these activities and when needed translators are provided.
  2. The parent coordinator provides ELL parents with information about free adult education classes provided by the Department of Education, Office of Adult and Continuing Education. Among the classes offered are ESOL and GED programs. 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. Based on the home language, Salk utilizes ALBETAC's Directory of Asian Community Based Organizations to match parents and services for Arabic, Bengali, Chinese, Korean, Russian and Urdu speakers.
  3. Beginning in June of the proceeding year, incoming sixth grade parents fill out the Parent/Guardian Volunteer Survey. This survey asks parents to check some of the ways they can help the school. In addition, it asks parents when it is best for them to attend meetings and workshops and what topics they would like addressed at parent workshops. The school distributes the DOE's Language Preference form which asks parents to indicate the language they would like to receive written and oral communication from the school. The school uses this data to plan for translation services for parent-teacher conferences and other events. This information is also used to prepare for the turn-around time in using the DOE's Translation Services for written communication and let's the staff know when to use the Translation and Interpretation telephone services.
  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 involved. Some parents like to assist the teachers and students and help with curricular events. Some workshops for parents are held in the evening and some in the morning so that the school can accommodate parental schedules. The parent coordinator is a liaison between parents and staff. She responds to parental concerns and refers unresolved issues to the administration. The goal is to strengthen the home/school connection.

## E. 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.

## Part VI: LAP Assurances

**School Name: hSalk School of Science**

**School DBN: 02M255**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rhonda Perry	Principal		
Jennifer Goodwin	Assistant Principal		
Patti Burr	Parent Coordinator		
Melinda Reid	ESL Teacher		
	Parent		
Jake Wizner/Humanities	Teacher/Subject Area		
Marcel Pezet/Humanities	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Leslie Berck	Guidance Counselor		
Rex Vobbish	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN: 255 School Name: The Salk School of Science**

**Cluster: 101 Network: CFN**

**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.

Salk School of Science (MS 255) ensures that Limited English speaking parents are provided with written translation and oral interpretation services. In June, incoming parents fill out the Parent/Guardian Volunteer survey. This survey queries parents as to their oral and written translation needs. In addition, the ESL teacher checks the RPOB report on ATS in the beginning of the school year. This report indicates the home language at the time of NYC public school registration. The ESL teacher and the parent coordinator cross reference this information with the blue Emergency Contact card which indicates the parents' preferred language of communication: written and oral. This year, the school will distribute the DOE's Language Preference Form which asks parents/guardians to indicate the language they would like to receive written and oral communication from Salk from the nine covered languages: English, Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu. When new students are enrolled, the school determines the primary language of the parent and whether the parent requires language assistance. This is ascertained at the time of registration.

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.

At Salk, at least 1 of the parents/guardians speaks English. The information will be disseminated to the staff at a faculty conference. In addition, the office staff will be apprised of this data.

## 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.

Documents that contain information critical for parents and their children's education will be translated into the covered language of The school will complete Translation Request forms and submit them to the DOE's Translation and Interpretation Unit of the DOE allowing for a three week turn-around period. For those parents who need translation services and do not read a covered language, an outside vendor will be utilized if a family member or friend is not available. Since Salk is a choice school and accepts students throughout District 2, every effort is made to have a diverse student body. To help reach this goal, Salk brochures that are distributed at middle school fairs are translated and printed in Chinese in addition to English.

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.

At all important parent events such as parent-teacher conferences, high school information workshops, IEP meetings, the school will hire oral translators if an in-house staff member is not available or appropriate. The school will complete an interpretation request form and contact the Translation and Interpretation Unit of the DOE. When contacting a student's household or for unexpected visits from parents who cannot communicate proficiently in English, the school staff will call the Translation and Interpretation unit of the DOE for an over-the-phone translation. In addition, school staff and parent volunteers translate. At the present time, there is one Chinese speaker and one Spanish speaking staff member who are called upon to assist.

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>.

As per Chancellor's Regulation A-663, Salk will provide timely written translations of all critical parent communication in the covered languages that match the student population of the school. The school will do this by contacting the DOE T&I unit. In terms of oral interpretation needs, the staff will call the T&I unit at (718) 752-7373, extension 4 as needed, including during parent-teacher conferences. The school will also utilize the translation/interpretation funding allocation. In addition, Salk will notify parents of their legal right to translation services and post Chinese and Spanish signs in the school lobby. Parents who are in need of language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities in the covered language. At no time will minor students provide translation services. Salk's goal is to ensure that all parents and guardians have the opportunity to participate and have access to information critical to their children's education.