

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**02M255**

**School Name:**

**THE SALK SCHOOL OF SCIENCE**

**Principal:**

**RHONDA PERRY**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: 6-8 School Number (DBN): 02M255  
School Type: Middle school Grades Served: 6-8  
School Address: 320 E20th Street, NY, NY 10003  
Phone Number: 212-614-8785 Fax: 212-614-0095  
School Contact Person: Rhonda Perry Email Address: Rperry3@schools.nyc.gov  
Principal: Rhonda Perry  
UFT Chapter Leader: Nickoleta Lytras  
Parents' Association President: John Lo  
SLT Chairperson: Rhonda Perry  
Student Representative(s): NA

**District Information**

District: 2 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue room 712, NY, NY 10001  
Superintendent's Email Address: blaboy@schools.nyc.gov  
Phone Number: 212-356-3815 Fax: 212-356-7514

**Cluster and Network Information**

Cluster Number: Cluster 1 Cluster Leader: Chris Groll  
Network Number: 101 Network Leader: Cristina Solis

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rhonda Perry	*Principal or Designee	
Nickoleta Lytras	*UFT Chapter Leader or Designee	
John Lo	*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	
Pam Federick	Member/ parent	
Matt Eastwick	Member/ parent	
Stephen Puckowitz	Member/parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **Contextual Information:**

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

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

Our academic program-- with an enriched science education program that emphasizes inquiry and writing --is rigorous and engaging. We work with a number of professionals in the field of science and take advantage of the numerous cultural institutions in New York City in order to empower students with the knowledge and practice to behave and think like scientists. Students leave Salk understanding that science is a way of making sense of the natural world through observation, experimentation, and an open and critical exchange of ideas. Additionally, students leave appreciating that science ideally is humanity's attempt to make the world better for all living things and to ensure the health of our planet.

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

- being open to new ideas
- developing and asking questions
- identifying problems
- formulating hypotheses and making predictions
- collecting and organizing evidence
- using logic and evidence to support claims
- maintaining a skeptical attitude
- synthesizing, analyzing, and evaluating information
- considering and evaluating alternatives
- communicating conclusions effectively through writing, speaking, and use of technology

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

As with science, our goal is to help students develop the habits of mind of professionals in various disciplines. Furthermore, there is a strong emphasis on literacy across the curriculum. All students study math, science,

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

### **Special Features**

- Members of the science community, including the NYU School of Medicine (NYUSM) and the NYU School of Dentistry, supplement lessons in science and health. They also mentor students identified by our staff in grades 6 through 8.
- Students in each grade are required to do a major science project that they exhibit at our grade-wide Exploratorium. The event gives students the opportunity to develop a curiosity they have in an area of science, to explore this area through hands-on learning experiences, to research a question or topic in-depth, and to discuss and reflect on what they have learned.
- For the past few years, the Salk School has served as an exemplary school for science in NYC as part of an initiative called Urban Advantage. Through Urban Advantage, we work closely with the American Museum of Natural History and other cultural institutions to enhance science learning in the classrooms by tapping into the rich resources of our city. Inquiry-based science teaching is emphasized and students are expected to demonstrate proficiency with various science research approaches: controlled experiment, field work, design, and secondary research.
- There are many day trips to visit cultural institutions at Salk as well as over-night trips. There is a two-day/one night excursion at the beginning of Grade 6 to an environmental facility outside of New York City which provides an opportunity for our students to begin their hands-on science experience and build community. Our students return in Grade 8 to an environmental facility for a three day/two night experience which supports the study of science in the real world. In 7<sup>th</sup> grade our students go away for three days and two nights to a historic US city like Philadelphia or Washington D.C.
- Students choose from a menu of electives such as chess, dance, drama, film, and art amongst others. These courses are offered over a semester once per week for fifty minutes.
- Weekly, small group advisories are held to support student emotional, social and academic growth in all grades.
- To supplement our program, we offer an exciting array of after school activities in partnership with a community based organization—Manhattan Youth. Offerings include drawing and painting, forensics, robotics, math club, chess, guitar, Student Council, team sports (Tennis, Track and Field, soccer, Basketball, Volleyball), intramural sports (soccer, football, basketball, floor hockey and wiffle ball), Drama, homework help, and more funded through the Mayor's after school initiative.
- We are organized into grade teams and do block scheduling that allows for common planning time and minimal student time lost transitioning between classes.

## **Strengths:**

The Salk School is a middle school with a strong collegial culture of learners where teachers focus on fostering a love of learning in children and work closely with families to nurture students' voices. We want students to graduate with a passion for ideas and to believe in themselves and their power to make the world better. To achieve our goals, we have strong collaborations with universities and cultural organizations (NYU School of Medicine and Urban Advantage and Tisch School of the Arts) in order to expose students to the habits of mind of professionals as a way to give students' authentic learning experiences and expand their possibilities; we focus intensely on nurturing students' reading life across the curriculum by modeling our love for literacy in the planning of our environment and lessons; we have a strong culture of learners that we foster through high quality professional development and creative scheduling that allows for sharing of best practice; we are committed to meeting the needs of a diverse group of learners by differentiating instruction and using data to inform our teaching moves and interventions; we strategically align our budget and program to ensure that all students have a rich, rigorous program; we work as partners with parents to support student learning and encourage parent engagement in our learning community.

## **Accomplishments:**

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

- ❑ We have a unique partnership with a medical school (the NYU School of Medicine--NYUSOM). With the help of part-time liaison (former Salk science teacher), faculty and students at the medical school work with Salk's science staff to enhance various units in science and to co-teach an 8<sup>th</sup> grade health class. Thirty students from the NYUSOM also mentor Salk students who are identified as at-risk after school. In addition to co-teaching with our science and physical education staff, we hold a career fair in May where faculty from the NYUSOM share their career paths and highlights of their work day with parents and students. At the end of each year at Salk, students in each grade exhibit a major science project during our grade-wide science fair (Exploratorium) demonstrating their acquisition of scientific habits of mind and literacy. Student exhibitions are evaluated by faculty, administration, parents and NYUSOM faculty and students.
- ❑ We have been selected as an Urban Advantage demonstration site for our outstanding work in science. We now work closely with 8 major cultural institutions, including the American Museum of Natural History. Teachers work closely with educators from these cultural institutions to design curriculum, lessons and experiences for students that will enhance learning. Teachers organize frequent trips to these cultural institutions. Student experiences and work are documented so that we can share best practice during pd sessions with educators throughout NYC. We have an Urban Advantage liaison (one of science teachers) who coordinates experiences for the entire department with these cultural institutions and assures that the end of year projects that we require are aligned to Urban Advantage standards (field work, controlled experiment, design projects, secondary research). Our 8<sup>th</sup> graders typically exhibit their projects at a major cultural institution. Last year, their Exploratorium was held at the Museum of Natural History.
- ❑ We were awarded a Center for Arts education grant from 2004- 2007 to enhance our Humanities and art programs. We partnered with NYU Tisch School of the Arts to bring drama students into our Humanities classes and to help run our after school theatre program. We have now hired the same drama teacher to provide instruction in all grades (as a way to prepare students to do projects that involve public speaking and as a way to bring literature to life) and to run our after school program.
- ❑ We have been able to work closely with our principal for a day (Former Chief Financial Officer for Merck) over the past 13 years to bring more technology and science equipment to the Salk School and to give teachers more pd opportunities that include attending conferences in and out of state.
- ❑ After years of building our after school program, we have now partnered with Manhattan Youth through the mayor's middle school initiative so that students are able to take courses in Chess, guitar, robotics, computer animation, game creation and more.

- ❑ In 2005 and 2011, we were awarded best Middle School in the city by BlackBoard Media Awards and have received several distinctions for our performance in math and science as well as our reading program and after school program.
- ❑ We were selected in 2004-2005 by the chancellor to represent the city for the Broad Prize.

### **Creative Scheduling**

- ❑ The school is organized in grade teams and departments. Schedules are designed by teachers so that teachers have common planning time by grade, by department and with ICT partners during the school day
- ❑ Classes at Salk are an hour or more in length. We have been able to have long blocks of time (2 hours or more) for Humanities classes and 1 ½ hours for science labs.
- ❑ We have an advisory curriculum that was designed by teachers to meet the needs of our adolescent learners. Each grade has an advisory that is tailor-made to fit the needs of the students in that particular grade. We have crafted a list of Salk School values that serves to focus and organize the advisory curriculum. Each year, we re-visit the curriculum and tweak it based on student and teacher feedback.
- ❑ We have a rich elective program that allows students to select from an array of interesting classes offered by teachers and teaching-artist. Students from any grade can choose a particular elective thus allowing for cross grade interaction.
- ❑ One of our goals as a school is to move children with special needs into less-restrictive environments by the end of 8<sup>th</sup> grade. We do this by mainstreaming children in their areas of strengths with students in the general education population and by providing a lot of support from learning specialist.
- ❑ We have a rich after school program run by a CBO (Manhattan Youth) where students can select from such interesting courses as drama, chess, arts and crafts, team sports, math team, track, robotics, computer animation, literacy magazine, guitar, organization club, Regents prep and student council.
- ❑ In addition to math, Humanities and physical education, students in our sixth grade take 5 hours of integrated science and 2 hours of science research and writing, 2 hours of technology and 1.5 hours of drama and visual arts. The goal is to help students develop the habits of mind of scientists and develop their research and writing skills. We additionally want to ensure that all students have access to and are able to use technology as a tool for learning and have strong public speaking skills to do the rigorous work in science and other areas that we require. In 7<sup>th</sup> and 8<sup>th</sup> grade, students have the opportunity to study Spanish. All of our 8<sup>th</sup> graders take the math regents.

### **High Quality Professional Development**

- ❑ Each year, our professional development team selects a focus of study based on various assessments. Our pd committee meets twice monthly to plan faculty agendas and evaluate the pd experience.
- ❑ Faculty attend numerous workshops throughout the country and city which they later turn-key for their colleagues at department meetings and faculty meetings. Staff members additionally attend workshops given at Teachers College, through the DOE, and within our Network.
- ❑ We participate in the TCRWP and consequently attend many pd sessions there and work closely with a TC staff developer in humanities and science to improve our practice. We also have a math coach from Metamorphosis who works to support all math teachers. All of our science teachers are Lead teachers with the Urban Advantage program
- ❑ We meet by department and by team weekly to discuss our work and align our curriculum and practices across grades and within the department. Departments meet to discuss a particular area of study that they have selected and teams meet to design intervention plans during discussions of at-risk students.
- ❑ The assistant principal and principal evaluate all teachers using Danielson and have found this to be very effective in supporting and improving teacher practice.
- ❑ All teachers design a year-long curriculum map and units using Grant Wiggins' Understanding by Design which is distributed to parents during our Curriculum Night in September. Maps and units are submitted to the administration for review throughout the year.
- ❑ Teams and departments meet for long periods of time at the end of the school year to assess curriculum maps and units and plan for the upcoming school year.

- ❑ We have a faculty book club that meets monthly after school to discuss selected books.
- ❑ Selected experienced staff serve as mentors to new teachers. Mentors and mentees meet monthly to discuss best classroom practice. Mentors meet with the principal to discuss their goals and objectives and next steps for new teachers.

### **Classroom environment and practice**

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

### **Curriculum**

- ❑ All teachers design a year-long curriculum map and units using the Common Core standards and Grant Wiggins' Understanding by Design which are distributed to parents during our Curriculum Night in September. Maps and units are submitted to the administration for review throughout the year.
- ❑ Teams and departments meet for long periods of time at the end of the school year to assess curriculum maps and units and plan for the upcoming school year.
- ❑ Overnight trips in each grade are connected to the curriculum (Advisory, Humanities and/or science)
- ❑ Binders of units reflect extensive planning with various partners (i.e, advisory, science, drama, NYU history department, NYU School of Medicine, Urban Advantage)
- ❑ We use various research based curriculum material in our planning (i.e., the CMP program in math, TC reading and writing workshop, the Common Core State Standards, Next Generation Science Standards)

### **Interventions and differentiation**

- ❑ Instruction is data-driven. Over the years, we have focused on using data to better design our lessons and interventions, so we have improved the upkeep of binders on at-risk learners, improved our usage of data tools, created useful tools to monitor interventions and improved our communication with parents.
- ❑ Teachers send letters of concern to families quarterly informing families of areas of concern and they meet with parents to jointly plan and monitor intervention strategies to ensure children's success. Additionally, we go beyond the required DOE parent/teacher conferences and meet extra evenings with families. (Over 95% of our families attend parent/teacher conferences.)
- ❑ Our attendance aide calls home each day if students are absent.
- ❑ We use baseline assessments and other formative assessments to get a better picture student skills and processes and we plan our instruction, small learning groups and conferences based on these assessments.
- ❑ Teachers work with students to design rubrics for projects and model high expectations using exemplary work.
- ❑ All Humanities teachers do balanced literacy and confer with students about reading and keep notes to inform their practice. All teachers keep data on students in particular skill and content areas in every subject area which they use to inform their practice and interventions.
- ❑ Our report cards give detailed information to parents on the unit of study and whether students fall

below, approach, meet or exceed standards in various areas.

- ❑ Teams meet to study individual student work across subject areas in order to design interventions and monitor interventions.

### **Communication**

- ❑ We have a well-designed web site that we use to communicate with families. We post our school calendar, curriculum maps, homework and projects, newsletters etc. for families.
- ❑ All members of the Salk community have email access through this website to facilitate communication.
- ❑ All faculty and staff get weekly notices from the administration about upcoming events, reminders, and articles of interest.
- ❑ All information is regularly translated for our diverse community and we utilize translators for all events.
- ❑ Our guidance counselor meets with every family separately to discuss high school and we hold sessions at the beginning and end of the school year to inform families about the high school process.
- ❑ We hold informative PA meetings to educate families about our curriculum throughout the year, about adolescent issues and to get feedback from our parent body.
- ❑ Teachers and families receive letters from the administration in the summer outlining the focus and program for the upcoming school year.
- ❑ Our PA hosts various events that celebrate diversity and which serve to raise funds for the school.
- ❑ The executive PA meets monthly to discuss parent concerns, to design the agenda for future PA meetings and to develop plans to support the school.
- ❑ We have an SLT committee comprised of parents, staff, and the administration that meets monthly to discuss goals and objectives.

### **Challenge:**

class size; teacher turn-over (though much lower over the years thanks to programs like Math for America and a better teacher contract); tight school budget, limited space

### **Areas of Growth:**

Last year, our pd centered on using formative assessment and targeted, timely feedback to be more dynamic in our interventions in the classroom and have led to strong work on dynamically intervening to support learning and to creating a classroom culture where students value teacher/peer feedback and self-assessments. We also elected to hone in on assessment (3d) in the Danielson rubric as a way to advance our goals. Our work with formative assessment two years ago proved to be worthwhile in terms of student performance and growth in many areas on the Common Core tests and increased rigor in classrooms. We decided to continue this work by going deeper to think about giving quality feedback in a timely way and making “in the moment” shifts in our instructional practice. Research that we looked at (Clymer and Wiliam as well as Sato and Echo) showed that when feedback is focused on what the person needs to improve and how s/he could go about making such improvements, learning improves considerably. They further show that an unanticipated outcome was the change in classroom atmosphere. Students became more metacognitive and engaged in their own learning. Last year, the principal and assistant principal divided the observations and visited all teachers for the required 4-6 times and collected artifacts. We worked closely with our ADVANCE coach to do this work and we have used DOE materials obtained in training sessions and on ARIS. Teachers were asked to view video tapes on ARIS (and also from the Teachers College Reading and Writing project and from Berger’s Leaders of Their Own Learning) as a way to deepen their understanding of the Danielson rubric overall and “3d” in particular. We have used material obtained from our coach to improve our feedback to teachers both as a way to advance teacher practice and also as a way to model the importance of giving targeted and timely feedback to students.

**Key Area of Focus:**

The key area of focus for us this year is to continue to support students in taking greater ownership of their learning and deepening student engagement in the classroom. We have organized into Professional Learning Communities to explore these areas and to continue to think about how formative assessments inform our practice.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Network conducted a data review that included the following items:

- overall trends in 2013-2014 ELA and Math results
- description of item analysis for each grade and subject area- exploration of student performance, by standard.

The trends revealed that in ELA we need to deepen our work around informational text by deepening our practice around close readings and allotting more time for on-demand writing. In math, we need to deepen our work around the number system and ratio and proportional relationships.

We also did a peer quality review last year May 2014 and feedback suggested that we continue to work on using formative assessment data to inform our practice in terms of feedback, small group learning and differentiation.

Our analysis of our learning environment surveys revealed that 85% of our students agreed or agreed strongly that most of the teaching staff at my school make me excited about learning.

#### Our school strengths:

- Our student scores are high in ELA and Math and across grade levels.
- We have made significant gains in math and ELA with the lowest third of our population and with special needs students.
- All teachers feel responsible for addressing the standards in the Common Core and have subsequently included more informational writing, persuasive writing/argument based writing using evidence into their curriculum, more reading of informational text, and more close reading and critical thinking using texts
- Teachers are also requiring more on-demand writing .
- Most of our units are common core aligned and address UDL using Wiggins' work.
- Math teachers with a staff developer and are working to continue to align our math curriculum with the common core and to look at the vertical alignment of the curriculum through the lens of student conceptual, developmental and procedural knowledge in each grade in order to shore up student foundational experiences.
- We work with Teachers College for pd and have a staff developer.
- All science teachers are lead teachers with Urban Advantage and the organization is doing more professional development (pd) to support reading and writing in science.
- We continue to work on making more strategic shifts in instruction (improvement in small group instruction, feedback and differentiation).

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, all humanities teachers will incorporate more rigorous analysis of informational text in classrooms by using a variety of pedagogical strategies to promote discussion, close reading, and on-demand writing. All student on demand writing in June will demonstrate growth in in the area of analytical thinking. In math, all teachers will design and use

formative assessments involving the number system and ratio and proportional relationships that consider the learning progression in these areas and the common core state standards. All in class on demand work in June will show growth in these areas.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
All humanities teachers and science teachers will meet with a TC staff developer 10 times out of the year to deepen our work around informational text , close readings, discussion and on-demand writing. Teachers will also attend pd sessions at TC.	Humanities and science teachers	September-June	The AP will work with the TC staff developer to oversee and monitor sessions
In math, we will deepen our work around the number system and ratio and proportional relationships by working with our math staff developer 10 days. Math teachers will also continue to align curriculum to the common core and to vertically align curriculum using formative assessments and the common core state standards.	Math teachers	September -June	The AP will work with the math staff developer to oversee and monitor sessions.
All teachers will meet in departments twice monthly to continue to improve their practice around small group instruction, feedback and differentiation	All teachers	Sept-June	The principal will oversee these sessions along with the pd committee.
Science teachers will continue to participate in pd sessions with Urban Advantage.	All science teachers	Sept-June	The principal will oversee and monitor these sessions.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funds to pay staff developers
- Funds to pay subs for small teacher learning groups
- Time after school to meet by department
- Lunch time session for pd committee to meet

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Administrators will use Contract for Excellence funds and funds donated by our Principal for a Day to hire staff developers in ELA and Math and to attend conferences to improve our instructional practice .									

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January, administrators will complete two observations for each teacher to monitor progress. Administrators will assist in implementation and oversight of agendas/meetings with staff developers and departments. PD committee will do a mid-year survey for all teachers and analyze results in order to plan remaining sessions.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the learning environment survey, 85% of students say most students at the school treat each other with respect.

**Our school’s strengths:**

- Advisory program
- Collaborative classrooms
- Student Council
- Big Buddy Program
- Warm, nurturing school-wide environment
- Strong after school program through the Mayor’s initiative
- Teachers who understand adolescent development
- Long blocks of time for classes
- Most assessments are project-based
- Electives program that is multi-age and interest-based

**Priority needs:**

- Increase the number of Student Council-led activities and buddy program activities

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the year, Salk will hold 6 Buddy events that are planned and implemented by Student Council, in order to strengthen teamwork and communication across grades.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			

Brainstorm with Student Council on possible events to increase respect that are connected to our core values.	Student Council	Sept-February	Student Council advisors
Identify 1-2 events that will include all students in all grades for buddy program based on student/teacher interests and based on Student Council poll of all students and teachers.	All students	December-February	Student Council advisors
Schedule buddy events during Spring 2015	All students	February and March	advisories

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Student Council meetings
- Advisory meetings
- Teacher(s) to help run Student Council by serving as Advisors as a professional duty

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

If needed, Student Council will fundraise or parents will donate.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January, four events will have happened. Two additional events will be identified and scheduled by the end of February 2015.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Unsurprisingly, findings from our peer quality review revealed that we have a strong collaborative teacher culture. However, we continue to seek ways to strengthen this so that it translates into improvement in terms of our practice and in terms of student growth.

#### **School strengths:**

- School is organized into grade teams and departments
- Schedule allows for common planning time
- Teachers of non-core classes push in to work with core teachers
- ICT classrooms
- Grant from our principal for a day to attend national conferences with departmental and team colleagues
- Focused pd sessions
- Culture of learners
- Staff development and staff developers provided in ELA, Science and Math
- Several staff get-togethers and opportunities to celebrate our work and each other

#### **Priority Need:**

Organize teachers into Professional Learning Communities to study a learner-centered element of their practice that will ensure high levels of learning for all students

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will work in Professional Learning Communities (PLC) to look at issues around student engagement and ownership of their learning and will continue to make strategic shifts in their practice that improve upon small group instruction, feedback and differentiation. PLCs will select students to track overtime and determine student growth in engagement as measured by student self-evaluations, peer feedback, and quality of student work produced with and without teacher scaffolds using rubrics and criteria established for this area. By June, all PLCs will report growth in student engagement and ownership of learning with students they have been tracking.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student			

subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Grade team PLCs will use the Data-Wise instructional process to study a learner-centered issue.	All teachers	September-June	Principal and pd committee

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Several books on PLCs, ASCD membership to seek out articles and resources, pd meetings afterschool, pd committee planning sessions 2x week

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
By January, PLC’s will map out steps on a digital timeline to show how they plan to monitor student growth by June. In January, we will also survey staff in order to gather data to better support PLCs and we will have teams share their progress to get and give feedback.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on our learning environment survey, 48% of teachers disagreed that pd experiences have helped them meaningfully use technology in the classroom.

#### Strengths:

- Most teachers have smartboards, laptops, and ipads in their classrooms and some are using them to support their work with formative assessments and tutorials as well as in many other useful ways
- Teachers are encouraged and supported to do interdisciplinary planning and to plan backwards using Wiggins’ work
- School is organized into grade teams and departments
- Schedule allows for common planning time
- Teachers of non-core classes, including our technology teacher, push in to work with core teachers
- Grant from our principal for a day to attend national conferences with departmental and team colleagues
- Focused pd sessions
- Culture of learners
- Staff development and staff developers provided in ELA, Science and Math
- Several staff get-togethers and opportunities to celebrate our work and each other

#### Priority needs:

- Identify opportunities for pd for teachers around technology
- Work with the tech teacher to better support teachers with technology in the classroom
- Set aside more time for planning with tech teacher and
- Identify more pd opportunities for the tech teacher

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Provide support to teachers in an area of need in technology based on survey information.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities,			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Survey teachers about pd needs in technology and have teachers share innovative ways in which they are currently using technology in their classrooms	teachers	January	Principal
Work with the tech teacher to analyze survey and provide workshops in areas of greatest need	teachers	January-June	Tech teacher, principal
Tech teacher will use prep periods to push into classrooms to support core teachers	teachers	September-June	Tech teacher

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tech teacher, pd time afterschool, lunch planning time, technology (smartboard, ipads, computers etc)

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
January—completion of survey and begin planning implementation of workshops, begin to re-design curriculum maps to include more projects with technology usage				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We have an active parent body and do many events to bring parents into the school to participate in workshops, chaperone trips, view their children’s work, build community, learn about DOE initiatives etc. Nevertheless, as per our learning environment survey, we can continue to strengthen communication and expectations with parents and increase parent input and participation in our events.

**Strengths:**

- Active and engaged executive board, PA and class parents
- Many opportunities for parents to participate in the life of the school
- Teachers work in teams and in departments to communicate with parents about initiatives and student progress
- Warm, nurturing school culture
- Engaged learning specialists, parent coordinator and guidance counselor who communicate with families
- Partnerships with NYUSOM to support students at-risk
- Partnership with CBO, Manhattan Youth, for afterschool program
- Participate in Wellness in the School
- Use echalk to facilitate communication

**Priority needs:**

Strengthen communication and expectations with parents.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- Get input /ideas from parent body,
- Increase parent attendance at meetings and events
- Increase parent participation

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			

38. Activities that address the Capacity Framework element of Trust			
Conduct a survey (paper/electronic) to evaluate success of past events, to get parent input and to evaluate parent satisfaction	parents	January	Class parents and executive board
Continue successful events, continue department talks, continue to offer quality guest speakers	parents	September-June	Executive board
Decentralize organization into event committees, delegate responsibility to wider group of parents	parents	September-June	PA president, executive board, parent coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use echalk and survey monkey to create and distribute survey electronically, parent executive board

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By January—create and distribute survey, create timeline for speakers and agenda for PA meetings				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	1 or 2 on state test, grade of 80 or below	Pre-teaching, modified handouts, individual support with writing, after school help	Small group, one on one, after school help	During day and after school
<b>Mathematics</b>	1 or 2 on state test, grade of 80 or below	Pre-teaching, modified handouts, individual support with content, afterschool help	Small group , one on one, afterschool help	During day and afterschool
<b>Science</b>	Grade of 80 or below	Pre-teaching, modified handouts, leveled reading, individual support with	Small group, one on one, afterschool help	During day and afterschool
<b>Social Studies</b>	Grade of 80 or below	Pre-teaching, modified handouts, leveled reading, individual support	Small group, one on one, afterschool help	During day and afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Attendance, failing grades, behavior, social skills	providing tools for organization, time management, and strategies for improving attendance	one to one basis and	During the school day and afterschool mentoring

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### Part 4: SWP Schools Only

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- ❑ Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- ❑ A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- ❑ **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- ❑ **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- ❑ **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- ❑ **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- ❑ **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- ❑ **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- ❑ **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- ❑ **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- ❑ **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- ❑ **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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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 the school. **The Salk School of Science**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Salk School of Science** 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 the school community;

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

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, the 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

**The Salk School of Science**, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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	Tot #
<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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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	
	ELL	EP	ELL	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	
<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>	<b>0</b>													

## 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
Intermediate(I)														0
Advanced (A)														0
Total	<b>0</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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 Pinnell'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 DY0 (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.

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 Ukranian 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 power point 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**

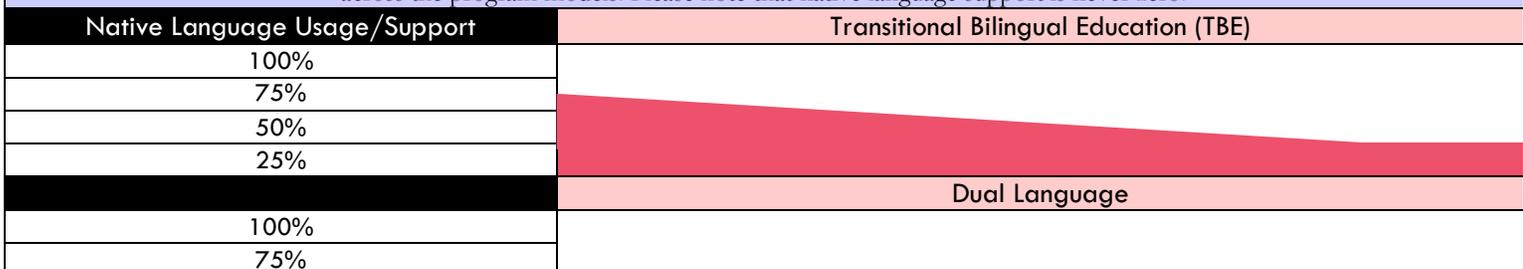
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language 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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.