

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M255

School Name:

M.S. 255 SALK SCHOOL OF SCIENCE

Principal:

RHONDA PERRY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Salk School of Science School Number (DBN): 02M255
Grades Served: 6-8
School Address: 319 E 19th Street, New York, 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: Jake Wizner and Jessica Furlong
Parents' Association President: John Lo and Susi Nichol
SLT Chairperson: Rhonda Perry
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue room 713, NY, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 2 Director: Yuet Chu
Director's Office Address: 333 7th Avenue , 8th floor, NY, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rhonda Perry	*Principal or Designee	
Jake Wizner and Jessica Furlong	*UFT Chapter Leader or Designee	
John Lo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Margaret Steiner	Member/teacher	
Amelia Kephart	Member/ teacher	
Ron Lodetti	Member/ teacher	
Melissa Saperstein	Member/ parent	
Matt Eastwick	Member/parent	
Rose Franco	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pam Frederick	Member/parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 New York University 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. 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 professionals in the field of science and take advantage of 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 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 New York City 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, 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 7th 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) 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 lives 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

θ 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 8th 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.

θ 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 8th graders typically exhibit their projects at a major cultural institution. Last year, their Exploratorium was held at the Museum of Natural History .

θ We were awarded a Center for Arts education grant from 2004- 2007 to enhance our Humanities and art programs. We partnered with NYU's 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.

θ 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.

θ 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.

θ 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.

θ We were selected in 2004-2005 by the chancellor to represent the city for the Broad Prize.

Creative Scheduling

θ 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

θ 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.

θ 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 revisit the curriculum and tweak it based on student and teacher feedback.

θ 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.

θ One of our goals as a school is to move children with special needs into less-restrictive environments by the end of 8th 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.

θ 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.

θ 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 7th and 8th grade, students have the opportunity to study Spanish. All of our 8th graders take the math regents.

High Quality Professional Development

- θ 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.
- θ 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.
- θ We participate in the Teachers College Reading and Writing Project (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
- θ 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.
- θ The assistant principal and principal evaluate all teachers using Danielson and have found this to be very effective in supporting and improving teacher practice.
- θ 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.
- θ 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.
- θ We have a faculty book club that meets monthly after school to discuss selected books.
- θ 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

- θ Through extensive professional development, we have articulated clear expectations for the environment, teacher practice, and the overall tone of the school and classrooms.
- θ Student work is celebrated and showcased in classrooms and in the hallways.
- θ All classrooms have rich classroom libraries.
- θ 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.
- θ All teachers emphasize collaborative learning and strive to differentiate instruction.
- θ Students are treated with respect and warmth. Parents are viewed as allies to support student learning.
- θ All teachers are responsible for doing high quality mini lessons that explicitly instruct students on a particular concept, skill or habit.
- θ Literacy instruction is infused across subject areas and throughout the school. (The entire school, including offices, is one big library.)
- θ 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

- θ 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.
- θ 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.
- θ Overnight trips in each grade are connected to the curriculum (Advisory, Humanities and/or science)
- θ Binders of units reflect extensive planning with various partners (i.e, advisory, science, drama, NYU history department, NYU School of Medicine, Urban Advantage)

θ 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

θ 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.

θ 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.)

θ Our attendance aide calls home each day if students are absent.

θ 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.

θ Teachers work with students to design rubrics for projects and model high expectations using exemplary work.

θ 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.

θ 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.

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

Communication

θ 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.

θ All members of the Salk community have email access through this website to facilitate communication.

θ All faculty and staff get weekly notices from the administration about upcoming events, reminders, and articles of interest.

θ All information is regularly translated for our diverse community and we utilize translators for all events.

θ 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.

θ We hold informative Parent Association (PA) meetings to educate families about our curriculum throughout the year, about adolescent issues and to get feedback from our parent body.

θ Teachers and families receive letters from the administration in the summer outlining the focus and program for the upcoming school year.

θ Our PA hosts various events that celebrate diversity and which serve to raise funds for the school.

θ 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.

θ We have a School Leadership Team (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:

Next step feedback and creating small learning groups

Key Area of Focus:

The key area of focus for us is to continue to support students in taking greater ownership of their learning and deepening student engagement in the classroom. We plan to work on setting clear next steps with students and teaching into small learning groups.

02M255 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	365	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	10
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.5%	% Attendance Rate			96.3%
% Free Lunch	13.8%	% Reduced Lunch			2.4%
% Limited English Proficient	N/A	% Students with Disabilities			13.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			4.8%
% Hispanic or Latino	10.1%	% Asian or Native Hawaiian/Pacific Islander			20.9%
% White	61.6%	% Multi-Racial			1.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.35	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.58
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	84.0%	Mathematics Performance at levels 3 & 4			84.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			95.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on teacher feedback from our internal pd survey, our quality review feedback and the Framework for Great Schools Report, we plan to work on establishing clear next steps with students. We will also continue to work on using using formative assessment data to inform our practice in terms of feedback, small group learning and differentiation.

Our school strengths:

- Our student scores are high in English Language Arts (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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all humanities and arts teachers will incorporate more rigorous analysis of informational text by using a variety of pedagogical strategies to promote discussion, close reading, and on-demand writing. In math, all teachers will continue to shift math units to earlier grades in order to accommodate the Common Core math and the Common Core Regents curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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. An emphasis will be placed on using assessment (on-demand writing, discussion, and observations of student work) to provide clear next steps for students, including students with IEPs, in order to differentiate instruction. Teachers will also attend PD sessions at TC.</p>	<p>Humanitie`s and science teachers</p>	<p>September-June</p>	<p>The AP will work with the TC staff developer to oversee and monitor sessions</p>
<p>Math teachers will also continue to align curriculum to accommodate the Common Core and Regents curriculum, with special attention to the alignment of the standards around the number system and ratios and proportional relationships. An emphasis will be placed on providing students with clear next steps, including students with IEPs, in order to differentiate instruction.</p>	<p>Math teachers</p>	<p>September-June</p>	<p>The principal and the AP will work with the math staff developer to oversee and monitor sessions.</p>
<p>All teachers will meet in departments twice monthly to continue to improve their practice around small group instruction, feedback and differentiation.</p>	<p>All teachers</p>	<p>September-June</p>	<p>The principal will oversee these sessions along with the pd committee.</p>
<p>Science teachers will continue to participate in PD sessions with Urban Advantage.</p>	<p>Science teachers</p>	<p>September-June</p>	<p>The principal will oversee and monitor these sessions.</p>
<p>The school will engage families through inviting them to participate in Curriculum Night, Family STEM Night, curriculum showcases, workshops on Common Core assessments, Parent-Teacher Conferences, Tuesday Family Engagement Time, report cards providing descriptions of curriculum, and newsletters.</p>	<p>All teachers and administration</p>	<p>September-June</p>	<p>The principal and parent coordinator will oversee.</p>

Part 4 – Budget and Resource Alignment

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

- 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
- Funds for purchasing instructional materials for Common Core Curriculum alignment

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

By February, 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. Humanities teachers will be able to use formative and summative assessments to document students' progress in their ability to analyze informational text compared to their benchmark assessments. Math teachers will be able to document students' growth in their understanding of the number system and ratios and proportional relationships using formative and summative assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on student feedback during student council meetings, 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
- Student feedback indicated a need for team-building among classmates in a single grade
- Students have expressed the desire to get to know students from other classes on their grade even better.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Salk will hold 4 spirit-building events that are planned and implemented by Student Council, in order to strengthen teamwork and communication among and across grades. At least two of the events will be Buddy Lunches that emphasize safety in the neighborhood and being inclusive toward all students during outside lunch.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>In coordination with the student council, we will plan and host the following three Buddy events during the school year:</p> <ol style="list-style-type: none"> 1. Big Buddy/Little Buddy Meet & Greet 2. Big Buddy/Little Buddy Out Lunch 3. Big Buddy/Little Buddy Active Advisory 	<p>All students, including current and former ELLs and SWDs</p>	<p>Start Date: Sept 2015 End Date: Nov 2015</p>	<p>Student Council Advisors and Student Council</p>
<p>Salk will partner with Manhattan Youth to hold one whole-school Field Day event where all students will travel to East River Park to engage in a series of community-building sports activities that create teams across grades.</p>	<p>All students, including current and former ELLs and SWDs</p>	<p>Start Date: Oct 2015 End Date: Oct 2015</p>	<p>Manhattan Youth staff, Salk staff, Parent Coordinator, Dean</p>
<p>Brainstorm with Student Council on possible events to increase respect and school spirit that are connected to our core values.</p>	<p>Student Council members, which include students from all grades and SWDs</p>	<p>Start Date: Dec 2015 End Date: Jan 2016</p>	<p>Student Council Advisors</p>
<p>Identify 1 event that will include all students in all grades for spirit-building events based on student/teacher interests and based on Student Council poll of all students and teachers.</p>	<p>All students, including current and former ELLs and SWDs</p>	<p>Start Date: Dec 2015 End Date: Jan 2016</p>	<p>Student Council Advisors, Salk staff and teachers</p>

Part 4 – Budget and Resource Alignment

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

- Student Council meetings
- Advisory meetings
- Meetings between Parent Coordinator, Dean, and Manhattan Youth staff
- Teacher(s) to help run Student Council by serving as Advisors as a professional duty

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, three Buddy events will have happened. One additional event will be identified and scheduled by the end of February 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Unsurprisingly, findings from our Quality Review 2015 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, departments and professional learning communities
- Our professional development committee (consisting of department chairs) meets with school leaders monthly to discuss and design professional development
- Schedule allows for common planning time
- Teachers of non-core classes push in to work with core teachers
- Cross curricular planning with art, drama, technology and the core subject areas
- 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 (ex: staff book club)

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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all of our teachers will have worked in a Professional Learning Community focused on improving student learning and teacher practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PLCs will use protocols from the National School Reform Faculty to investigate their pedagogical question. The topics for the PLC teams include: Standards-Based Grading, Creativity and Risk-Taking, Social/Emotional learning and Academic Learning Progressions. Teams will use current research and observational data to look at a learner-centered issue. PLC's will focus specifically on supporting the growth of students with IEPs 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. Every 10-12 weeks, each team will report their progress during a full staff meeting. By June, all PLCs will report their impact on student outcomes by doing a group presentation to the staff.</p>	<p>All teachers</p>	<p>September-June</p>	<p>Principal and pd committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Several books on PLC's, ASCD membership to seek out articles and resources, pd meetings afterschool, pd committee planning sessions 1x/month, possible coaching sessions from an NSRF coach.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Every 10-12 weeks, each PLC will map out steps on a digital timeline to show how they plan to monitor student growth by June. At the end of each quarter, we will also survey staff in order to gather data to better support PLC's and we will have teams share their progress to get and give feedback.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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, Urban Advantage. Teachers College, Metamorphosis). We have these partnerships in order to expose students and teachers to the habits of mind of professionals and 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.

Based on our Quality Review feedback, we will continue to work to better align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 100% of teachers will use student assessment data to redesign at least two units and demonstrate that they have made adjustments to their instructional practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will use department and team time as well as Google docs to share their assessments and redesign of units and the adjustments they have made to their instructional practice. Units will be redesigned using Webb's DOK, the CCLS, Understanding by Design and UDL.</p>	<p>teachers</p>	<p>Sept. to June</p>	<p>principal and assistant principal</p>
<p>At least 1/3 of the staff will do intervisitations to highly effective teachers within the school.</p>	<p>teachers</p>	<p>Sept. to June</p>	<p>principal and assistant principal</p>
<p>We will video tape and/or distribute two lessons that demonstrate effective use of assessments to make instructional shifts.</p>	<p>teachers</p>	<p>Sept. to June</p>	<p>principal and assistant principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We have designed our schedule to ensure common planning time. Teachers will use common planning time as well as pd time after school to meet in teams and departments to discuss their instructional practice and redesign units . We will use Google docs to share meeting notes, unit plans, and adjustments to our practice. We will also do intervisitations, so we will use per diem to cover teachers.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January, all teachers will submit at least one redesigned unit informed by assessments and will complete a survey to share the shifts they have made to their instructional practice based on assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase parent attendance at meetings and events and Increase parent participation in school life to improve upon parent expectations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct a survey (paper/electronic) to evaluate success of past events to get parent input and to evaluate parent satisfaction</p>	<p>parents</p>	<p>January</p>	<p>Class parents and executive board</p>
<p>Continue successful events, continue department talks, continue to offer quality guest speakers at various times to accommodate working families</p>	<p>parents</p>	<p>September-June</p>	<p>Executive board</p>
<p>Decentralize organization into event committees, delegate responsibility to wider group of parents</p>	<p>parents</p>	<p>September-June</p>	<p>PA president, executive board, parent coordinator</p>
<p>invite parents more frequently to classroom celebrations of work</p>	<p>teachers</p>	<p>September-June</p>	<p>Principal and parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The parent executive board will use echalk and survey monkey to create and distribute survey electronically.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By January—create and distribute survey, create timeline for speakers and agenda for PA meetings</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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
Mathematics	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
Science	Grade of 80 or below	Pre-teaching, modified handouts, leveled reading, individual support	Small group, one on one, afterschool help	During day and afterschool
Social Studies	Grade of 80 or below	Pre-teaching, modified handouts, leveled reading, individual support	Small group, one on one, afterschool help	During day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance, failing grades, behavior, social skills	Providing tools for organization, time management, and strategies for improving attendance	One to one basis	During the school day and afterschool mentoring

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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

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 on assessments.

I. School Responsibilities:

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

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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 255
School Name Salk School of Science		

B. Language Allocation Policy Team Composition

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

Principal Rhonda Perry	Assistant Principal Jennifer Goodwin
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Melinda Reid	School Counselor Leslie Berck
Teacher/Subject Area Jake Wizner/Humanities	Parent
Teacher/Subject Area Marcel Pezet/Humanities	Parent Coordinator Patti Burr
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Bonnie Laboy	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	376	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	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	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Salk uses many formative and summative assessment tools to determine the literacy skills of the ELL population. Assessment informs instruction. In reading, teachers use Teachers College Reading Assessments. For ELLs, the teachers also administer Fountas and Pinell's oral reading assessment. By assessing students one to one, the teacher can determine, among other things, the student's prior knowledge, decoding ability, fluency, speed, stamina and strategies. The teachers differentiate instruction accordingly and form strategic homogenous groups and pairs. In writing, the teachers have the students write a personal narrative which is graded according to rubrics. Salk uses interim assessments provided by the NYC Department of Education, and the DY0 (Design Your Own) option. Teachers use assessment in instruction as outlined in Framework For Teaching.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across proficiency levels on the NYSITELL and the NYSESLAT reveal how students are performing in terms of being Entering, Emerging, Transitioning, Expanding or Commanding. At this time, Salk has no ENL students so there is no data to analyze.
- 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 ENL student would enroll, the decision is how to best "buddy" this student with non-ELLs to improve language proficiency and academic achievement. There were no ELL's at Salk to take the NYSESLAT in spring 2015, but if Salk had ELLs, then the AMAO tool would be used. The AMAO tool informs staff of which ELLs are at risk due to holdover, poor attendance or a low NYSESLAT score. It also explains approximately how many more questions each student needs to answer correctly to achieve the next proficiency level.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home 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 standalone ENL program along with integrated instruction. 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 ENL 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.

c. 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?

The ENL 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. This is done in many ways.

Developing English Language Learners' (ELLs) oral language means developing the skills and knowledge that provide the foundation for their listening, speaking, and writing. Oral language is made up of five components : vocabulary (understanding the meaning of words and phrases), syntax (understanding word order and grammar rules), morphological skills (understanding the meaning of word forms and parts), pragmatics (understanding the social rules of communication), and phonological skills.

When planning instruction for ELLs in the content areas, the teacher needs to consider three overlapping lenses: Teaching for Understanding, Disciplinary Language, and Disciplinary Literacy. Each lens has a foundational guiding question. When the focus is teaching for understanding the question is how do students learn? For disciplinary literacy, the question is how do scientists, historians, mathematicians and others read and write differently. For disciplinary language, how does does academic language in each discipline differ from every day language.

The Common Core State English Language Arts Standards require that students read and understand texts of increasing complexity. There are three levels at which a text can be complex: the lexical, or word level; the sentence level; and the discourse, or whole text level. When selecting texts for ELLs, it is important to consider those levels of text complexity.

Scaffolding is important in every subject for ELLs. It refers to dynamic and responsive supports that enable learners to develop their full potential and eventually become autonomous learners.

To successfully comprehend texts, readers must have a deep and rich vocabulary. In fact, vocabulary is the strongest predictor of success in comprehending texts. English encompasses such a massive vocabulary that all English words cannot possibly be taught in schools. What can be taught are critical words that exemplify principles commonly found in the English vocabulary. Three aspects of English vocabulary that are important to uncover for ELLs are: morphology, core vocabulary, and the extended vocabulary networks of informational and narrative texts.

The ability to understand the language of academic texts, also called 'academic language (AL),' is fundamental for the success of ELLs' second language development. Words selected to teach should be predominately of two types: 1) Discipline-specific AL words that are used in a single content area and often have specialized meanings; 2) and 'general-use' AL that appears in all academic texts across disciplines.

In addition, ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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 new requirements which is either a combination of standalone ENL instruction and integrated ENL/ELA or integrated ENL/ELA or another content area for the expanding and commanding levels as per CR Part 154. This includes coherence, academic rigor, explicit ENL instruction, content area instruction aligned to the standards and ongoing assessment in content areas as well as English language development.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 or students who have not been in a NYS school for two or more continuous years, parents fill out the Home Language Identification Survey (HLIS) which is available in ten languages. The certified ENL teacher conducts the initial screening and an interview, and administers the HLIS. Questions are asked about previous schooling, the fluency of the home language and other topics to determine if the student should take the NYSITELL. If the ENL 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 ENL teacher contacts the NYC DOE’s Over the Phone Translation Services to facilitate this process. The NYSITELL is a test used to determine initial entitlement. The NYSITELL is administered by the certified ENL teacher, Melinda Reid, to only those students whose home language is not English and eligible for the NYSITELL. An in-depth interview and review of work will also be conducted to determine NYSITELL-eligibility. This test is administered within ten days of enrollment (20 days for students with IEPs). The NYSITELL can be administered only once unless the results from another school in NYS are unavailable within 5 days of enrollment in the current school, at which time Salk should re-administer the test or the student is a reentrant to NYCDOE after two continuous years outside New York State. If the student’s native language is Spanish and the student is determined to be an ELL from the NYSITELL, the student is also administered the Spanish LAB. This is only given to students who are ELLs and their home language is Spanish. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

An ELL is placed within an ELL program within 10 days, but the parent can appeal the placement. Parents and students have the right to a re-identification process within 45 days of initial enrollment.

The first step the ENL 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 ENL teacher reviews the RADP which lists all admitted and discharged students.

Copies of parent ELL notifications letters such as the Home Language Identification survey, the parent survey and program selection form, entitlement or continued entitlement or non-entitlement letter and placement letter after receiving parent survey are kept in students’ cumulative folders. The ENL teacher provides parents of ELLs annual and individual meetings to discuss their child’s progress in addition to already existing parent teacher conferences.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. The identification of SIFE students must be completed within 30 days of enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at transitioning/intermediate level or higher on the NYSESLAT.

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, then the ESL teacher needs to proceed with the SIFE Identification Process for students who are newly identified ELLs and in grades 3-9 and at the entering/beginner or emerging/low intermediate level of proficiency as indicated by the NYSITELL results. Appendix EPRG should be used for SIFE identification.

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language. This questionnaire must be given within 30 days of the student’s enrollment.

For those students, who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since

students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section).

The Language Proficiency Team consists of Sarah Dinowitz, the 6th grade Special Education/Humanities teacher, Sarah Nahabedian, the 7th and 8th Grade Special Education teacher working in Humanities and Science, Michael Decicco, the Special Education Director who is also the principal designee, and Melinda Reid, the ENL teacher. They review evidence of the student's English language development and refer to a chart titled Some Similarities Between Learning Disability and Language Acquisition from the ELL Policy and Reference Guide 2015-16. If the LPT recommends that the student is NYSITELL eligible, the student takes the NYSITELL to determine ELL status. The ELL identification process continues as with all students. The parent or guardian will be notified of the results of the NYSITELL. Notifications will be translated in the home language of the parents. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ENL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the LPT does not recommend that the student take the NYSITELL, the LPT recommendation is sent to the principal for review. Upon review if the principal determines that the student is NYSITELL eligible, then the student takes the NYSITELL to determine ELL status. The ELL identification continues as with all students. The parent or guardian is notified and translation will be provided as needed. The parent(s) or guardian(s) have 20 days to accept or reject the LPT decision.

Upon review if the principal does not recommend that the student take the NYSITELL, then the recommendation is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days. Upon review if the superintendent or designee recommends that the student takes the NYSITELL, then the student takes the NYSITELL to determine ELL status. The ELL identification continues as with all students.

If the superintendent or designee does not recommend that the student takes the NYSITELL, then the parent or the guardian is notified. The ELL identification procedures are terminated. All of the documentation is kept in the student's cum folder and is also in SESIS. Copies are kept in the ENL office.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters for new ELLs are sent home with the student. The letters are translated into the parents' preferred languages. In order to ensure that Parent Survey and Selection forms are returned, the ENL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ENL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ENL 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 or the home language. Copies of these letters are kept on file in the ENL office. The ENL teacher is responsible that all the above is complete and up to date.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

If the student is found to be entitled to ENL services which is determined by the results of the NYSITELL, during the parent meeting when the parents complete the parent survey and program selection form which is in the parents' preferred languages, the parents are also informed that they have the right to appeal the ELL status within 45 days of enrollment. The parent coordinator or the ENL teacher conduct the meeting. Copies of every form are kept on file in the main office and the ENL office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL teacher, Melinda Reid and the parent coordinator, Patti Burr, set up a meeting for parents. A letter is sent home in the parents' preferred language and a phone call made to ensure that parents are aware of this meeting. If the parent does not attend the meeting nor return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Since Salk does not have a bilingual program at this time, the student would be placed in ENL. At the meeting, the three program choices are explained: Dual Language, Free Standing English as a New Language and Transitional Bilingual Education. Parents view an online presentation of these choices presented in their home language if available 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 ENL teacher, Melinda Reid, informs the parents that at the present time, Salk has a free standing English as a New 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- 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 ENL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ENL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ENL 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 ENL office. If a parent requests a program that is not available at the time, the ENL teacher will keep track of the availability and notify the parents when there is an opening in a program requested by the parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- At Salk, this has not been a problem because the parents always attend the parent meeting and then complete the Parent Survey and Program Selection form at Salk. If a parent did not attend, then the ENL teacher would call, email and send a letter home in the parents' preferred language to ensure the forms were returned to Salk in a timely manner. Copies of this correspondence would be filed in the ENL office.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The parent notification letters in the parents' preferred language are sent home with the students and the ENL teacher calls the parent or guardian to confirm that the notification letter has been received and read by the parent or guardian.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The original HLIS are kept in the cumulative folders of the students which are kept in the main office. Copies of the HLIS are kept in the ENL office. Non-entitlement letters are sent to parents of students who either tested Commanding/Proficient on the NYSESLAT in the spring of the last school year or tested Expanding/Advanced on the NYESLAT and a level 3 or 4 on the ELA. Copies of these letters are kept on file in the ENL office. The ENL teacher is responsible that all the above is complete and up to date.
11. 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 ENL teacher may administer all of the NYSESLAT, but he or she cannot score it. Another teacher that does not teach those students must score the speaking section. In addition, the writing sections must be scored by teachers who do not teach those ELLs. The other three sections are administered in groups according to grade bands which is 5-6 or 7-8 for middle school. Each of the other three sections include listening, reading and writing. The writing prompt is tied to a global theme and is connected to one passage from the reading section. The students write a constructed response during all three written test sessions. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempt from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). During the summer, the results are posted in the function RLAT on ATS and students are classified as Entering (formerly Beginner), Emerging (Low Intermediate), Transitioning (Intermediate), Expanding (Advanced), or Commanding (Proficient). The REXH ATS report also shows the exam history of students. This can be used to find who has taken the NYSESLAT in the past.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The continued entitlement and transitional support parent notification letters are sent home with the students and the parent or guardian is also called to confirm that the notification letter has been received and read by the parent or guardian. Copies are kept in the ENL office. This is the ENL teacher's responsibility. If letters are not returned, the ENL teacher contacts the parent to request their return.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- There have been a few students in the past five years who have taken the LAB-R or NYSITELL, 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. When Salk has ELLs, instruction is delivered in a stand alone class along with integrated instruction. During the ENL class, all of the ELLs can only be of two contiguous grades, meaning 6th and 7th or 7th and 8th, not 6th and 8th and they are in groups by proficiency level and the class is taught by a certified ENL teacher. Each ELL also receives integrated instruction where the ENL and ELA teachers co-teach. The number of minutes of instruction each week depends on the level of the ELL. For the two advanced levels of ELL, the integrated instruction can be another content area than ELA. Former ELLs also receive services for two years after reaching commanding/proficient. 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 ICT class in 6th and 8th grade and two in 7th grade. All ELLs in the same grade of mixed proficiency would be placed in the same class.
 - b. TBE program. *If applicable.*
Not applicable
 - c. DL program. *If applicable.*
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At the present time, there are no ELL students, but the ENL 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 NYSITELL 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 or former ELL students, students receive a combination of stand alone ENL instruction and integrated ENL/ELA or another content area instruction which depends on each student's level of ENL. Transitioning/Intermediate and above level receive integrated ENL/ELA or another content area instruction. The integrated instruction may be delivered by a dually certified ESL/Content Area teacher or co-teaching by the ENL teacher and the content area teacher. The ESL teacher makes sure Entering students receive 180 minutes of stand alone ENL instruction and 180 integrated ENL/ELA minutes per week while Emerging receive 90 minutes of stand alone ENL instruction along with 180 integrated ENL/ELA minutes and 90 minutes of ENL stand alone instruction or integrated ENL with any content area instruction per week as per CR Part 154-2. Transitioning needs to receive 90 minutes of integrated ENL/ELA instruction minutes along with 90 minutes of standalone ENL or integrated ENL instruction with any content area per week. Expanding receives 180 minutes of integrated ENL/ELA (or another content area) instruction per week. Commanding receives 90 minutes of integrated ENL/ELA (or another content area) instruction per week. Former ELLs receive services for 2 years after reaching the proficient/commanding level. In September 2015, the ENL teacher determined if any of the 6th graders, new 7th graders, and new 8th graders were former ELLs using RLER in ATS. There weren't any ELLs or former ELLs. If there were ELLs, the ENL teacher would work with the teachers and the assistant principal to ensure the students receive the mandated number of minutes. If needed, the principal would increase the number of hours the ENL teacher works at the school to provide the required number of minutes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

When Salk has ELL students, there is a standalone ENL program along with the integrated instruction where the language of instruction is English. However, the ENL 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 ENL 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 ENL teacher would address grammar transfer issues as they arise. During readers and writers workshop, the ENL 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.

There are also ELA and math units for middle school ELLs along with outside resources available on the DOE website under Educator Resources for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their home 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. 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 NYSITELL 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. Each student has a folder of all the work he or she does throughout the year. Everything is dated so the ENL teacher can keep track of the progress of each student in each modality. For speaking, the ESL teacher records each student speaking throughout the year on her iPhone or iPad. The students also get to see the videos to see how much progress they have made. The tasks of the other modalities are kept in their folders. For writing, each unit centers on a chapter book and the last activity is a depth of knowledge writing task. For listening practice, the teacher reads passages aloud and then asks questions about the passages. The ESL teacher works with the classroom teachers to know the reading level of every student. Students read just right books in ENL and other subjects.

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

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

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. Tier 1 and 2 words are the focus at this stage. 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 ENL 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 ENL teacher uses with these students.

For Developing ELLs, the focus is on Tier 2 and 3 words and with supporting content in the classrooms.

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 commanding/proficient, these students would receive testing accommodations according to their needs for those two years after testing proficient on the NYSESLAT. They would also still receive ESL support for two years after reaching commanding.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ENL teacher, the assistant principal and the dean would manage the initial and the re-identification process. If this were to happen, then the ENL teacher would work closely with the other teachers so she would teach the content that the humanities teachers are teaching to aid in the transition from ENL instruction to non-ENL instruction. The ENL teacher also would push in and co-teach to classes to support the student and check in with the other teachers to monitor the student's progress.

8. 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 ENL 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 ENL teacher will know to work with cognates for that student. Since this is a push-in program, the ENL teacher may help the student "chunk" the text to make it comprehensible. Technology used for ELLs is laptops, smartboards and iPads.

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

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 ENL model, the students do not miss any work being pulled out of class. The ENL 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 ENL teacher checks the notes of service providers on SESIS for additional information on how best help these students meet the IEP goals. The ENL teacher keeps accurate

attendance records on SESIS for these students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

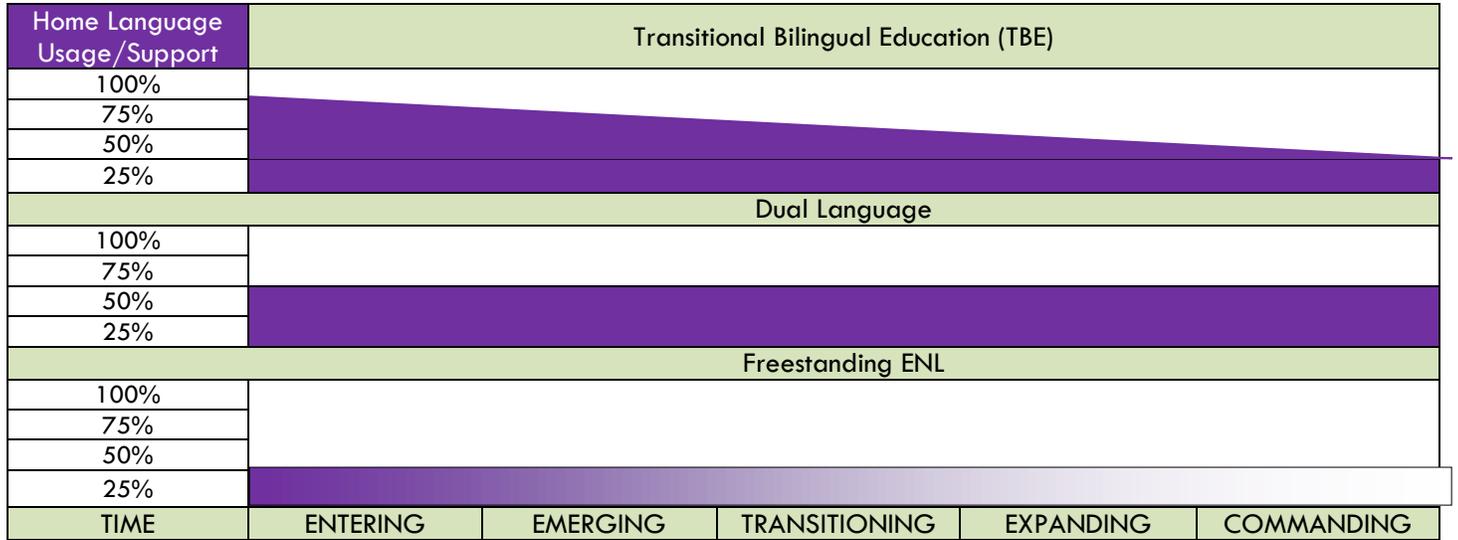


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Salk has targeted intervention programs for all students including ELLs who need additional support. They may be pulled out for extra support in small groups or individually. Some of the classes are ICT classes so the students often work in smaller groups which is beneficial for ELLs. Bilingual dictionaries are available for ELLs as needed. Many interventions that are not designed for ELLs may still work with ELLs when they are coupled with instructional routines that are research-based and appropriate for linguistically diverse learners. It should be noted that the most important step in identifying the "right" Tier 2 and 3 supports is using assessments that are precise and tailored to the discrete skill(s) students may need to further develop. There are Tier 2 and 3 services designed with a goal of further developing literacy skills and sub-skills. Some students may need additional support with certain skills and this can be determined by using screeners and formative assessments. (i.e., formative, screening, progress monitoring, and outcome). There is a Response to Intervention Guide for teachers of ELLs on the DOE website.
11. 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 standalone ENL program, the language of instruction is English. However, the ENL 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 ENL teacher addresses grammar transfer issues as they arise. During readers and writers workshop, the ENL 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 ENL teacher addresses all four ENL modalities: reading, writing, speaking and listening. The ENL teacher also pushes into the mathematics and science classes. The ENL teacher collaborates with the science, math and humanities teachers to ensure every ELL's needs are met in content and language development. The ENL teacher develops strategies to be used in ENL and content classes. To check students' progress, the NYSESLAT and ELA scores are used along with formal and informal classroom assessments.
12. What new programs or improvements will be considered for the upcoming school year?
- If Salk has ELLs or former ELLs for the 2015-16 school year, then there will be integrated instruction where the ENL and humanities teachers will co-teach in classrooms with ELL and former ELL students.
13. What programs/services for ELLs will be discontinued and why?
- There are no programs/services for ELLs that will be discontinued.
14. 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. The after school program is led by Manhattan Youth. It is every school day from 2:30 to 6:00 beginning the first day of school, students are able to participate in an exciting array of programs from sports to arts and crafts to many science and engineering activities. These programs are open to all students.
- In addition to a wonderful after school program, all students are part of a rigorous and fun-filled academic program. Sixth graders enjoys a rigorous program of humanities, math, science, science research and writing, advisory, drama, art and physical education during the school day. Seventh graders have a two-year study of Spanish. Selected eighth grade students take the Spanish proficiency exam in June in order to be eligible for a more advanced foreign language placement in high school and eighth grade students have the option of taking the Algebra high school regents. Once again, for the second half of the year, all students will be able to select from an exciting array of electives. 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. ELLs are invited to participate in all of these programs.

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

The ENL teacher would use the material that the content area class is using and incorporates ENL 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 ENL 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 ENL 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.

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

When Salk has ELL students, Salk has a freestanding ENL program along with integrated instruction. 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. Native language support should be systemic and not limited to the ENL classroom. In addition to hard copy and/or online glossaries, dictionaries, books and other media in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in their subject-area classes. Each of these strategies can extend to after and before school programs, as well as to summer school.

17. Explain how the school ensures all required services/resources support and 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.

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

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 ENL 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.

19. What language electives are offered to ELLs?

Seventh and eighth grade students at Salk study Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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. Salk provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. At least 15% of 175 hours of professional development over 5 years for all teachers as prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This is provided by the ENL teacher.

The secretaries are trained by the ENL coordinator about ELL identification, input of Home Language codes into ATS, and the use of particular ATS reports which find potential ELLs and former ELLs each year.

The parent coordinator attended the workshop "Beyond Translations: Bridging School, Family Language and Cultural Differences" on October 9. This full-day professional development workshop equipped participants with strategies to address cultural barriers and to create a welcoming environment for families with limited English proficiency.

The ENL teacher attends various conferences throughout the school year dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. The ENL teacher/coordinator attended two trainings of the administration of the new NYSESLAT in the spring of 2015. The ENL teacher/coordinator also attended a half-day professional learning to review Start-Up policies and procedures for English language learners and changes to Commissioner's Regulations (CR) Part 154 in early October 2015. November 3 and June 9 are Chancellor Conference Days which are days devoted to staff development. These are days when the ENL teacher will attend ELL workshops. If there is nothing offered on those days, she will watch pertinent webinars online. Then the ENL teacher takes what she has learned at these workshops which is relevant to all Salk teachers and she trains the teachers at Salk.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL teacher attends conferences and workshops on supporting ENL students as they engage in the Common Core Learning Standards. The ENL teacher also collaborates with other Salk teachers about teaching lessons that include the Common Core Learning Standards. The ENL teacher plans on attending any workshops offered for ENL teachers on the Chancellor Conference Days.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. The guidance counselor is also trained in using strategies to alleviate ELLs anxiety about the transition which she applies when meeting with 8th grade ELLs throughout the school year to discuss what to expect in high school and helping ELLs find high schools that are good matches for them. The guidance counselor is also familiar with the High School Academic Policy Guide which states in special circumstances, an ELL can be placed in a cohort other than his or her actual high school entry year. This exception applies only to ELLs who fulfill certain criteria as outlined in the High School Academic Policy Guide.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As per CR Part 154.2, all teachers in the school including non-ELL teachers are provided with 15% of total hours of professional development in teaching ELLs. The administration has opted to use a coaching model to deliver this support. Using this model, the ENL teacher goes into the subject area classrooms. She observes lessons, models ENL 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. The ENL

teacher also ensures that she attends as many workshop as possible offered by the Department of English Language Learners and Student Support. Copies of agendas and attendance are saved in the ENL office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

An annual individual meeting with parents of ELLs is scheduled by the ENL teacher to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Copies of all the forms - entitlement, parent survey, placement, etc. are kept in the ENL office. The ENL teacher is responsible for maintaining these records. There are translations of the forms in the 10 most common home languages after English in New York City. The ENL teacher also keeps all of the student's work throughout the year in order to assess the student's language development and to share with the parents or other teachers. For in person meetings and phone calls, when appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ENL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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. The 6th graders host an Egyptian night, the 6th and 7th graders show a science exploratorium and the 8th graders have a science fair. The parent coordinator is involved in the planning of many school activities such as Curriculum Night, parent teacher conferences, the 7th grade trip to Washington, D.C., the 6th and 8th grade trips to Greenkill, and Auction Night. Parents of ELLs are included in all of these activities and when needed translators are provided. The parent coordinator reaches out to all of the families and encourages every family's involvement in the school activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

5. How do you evaluate the needs of the parents?

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. Since the parent coordinator is the first person they meet at school, she develops good relationships with these parents. The parents of ELLs know she is available for them as a resource. She knows which parents of ELLs need translation services and informs relevant staff.

6. How do your parental involvement activities address the needs of the parents?

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. The parent coordinator sends a weekly email to all parents and regularly updates the school website. The parent coordinator is involved in the planning of many school activities such as Curriculum Night, parent teacher conferences, the 7th grade trip to Washington, D.C., the 6th and 8th grade trips to Greenkill, and Auction Night. She responds to parental concerns and refers unresolved issues to the administration. The goal is to strengthen the home/school connection.

D. Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rhonda Perry	Principal		
Jennifer Goodwin	Assistant Principal		
Patti Burr	Parent Coordinator		
Melinda Reid	ENL/Bilingual Teacher		
	Parent		
Jake Wizner/Humanities	Teacher/Subject Area		
Marcel Pezet/Humanities	Teacher/Subject Area		
	Coach		
	Coach		
Leslie Berck	School Counselor		
Bonnie Laboy	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 255 **School Name: The Salk School of Science**
Superintendent: Bonnie Laboy

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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

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 RAPL report on ATS in the beginning of the school year. This report indicates the parents' or guardians' preferred spoken and written languages for communication 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. In addition, 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. Additional ways Salk collects data are: the ATS Report of Preferred Languages, and a Teacher Survey (to collect data by class) . A report is updated regularly with the languages that parents speak, by class and grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

In seventh grade the preferred languages are : four Chinese, two Spanish, one Czech, one Russian, one Hebrew and one Japanese. In eighth grade the preferred languages are: five Chinese and three Spanish. In September, the RAPL in ATS will be run to determine the preferred languages of the sixth graders and to update the seventh and eighth grade lists. These are families where two parents or guardians have requested another language than English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that contain information critical for parents and their children's education will be translated into the covered languages. 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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At all important parent events such as parent-teacher conferences in November and March, high school information workshops in September, and IEP meetings throughout the school year, 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.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. Many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit. The school will use those when possible. For languages not covered, the school will contact the DOE T&I unit. This will be done in a timely manner to ensure these can be distributed at the same time as English documents. 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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year, copies of the T&I brochure and the Info Card will be distributed to each staff member. The LAC will explain the brochure and the info card to the staff. The Info Card covers the nine languages that the majority of DOE families speak which is why it is practical to give each member a copy. It explains how to access an over-the-phone interpreter. A meeting or a professional development session will be scheduled to give all relevant staff this information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster will be placed at the entrance of the main office of Salk in September. The links to the Parents' Bill of Rights and the Parents' Guide to Language Access which are found on the NYCDOE website will be added to the parent section of the Salk website. Hard copies will also be kept in the main office and the parent coordinator's office. The sixth graders will be given hard copies to take home the first week of school. The Language ID Guide will be kept at the security desk and the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey will be given by the LAC in the middle of the school year. The DOE T&I Unit will be contacted for translations as needed. Using the feedback, changes will be made to improve Salk's communication with parents of home languages other than English.