

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

DBN: (i.e. 01M001):

02M933

School Name:

CITY KNOLL MIDDLE SCHOOL

Principal:

VICTORIA ARMAS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Middle School – grade 6 in 2014-15 School Number (DBN): 02M933
School Type: Public School Grades Served: 6-8 (6th grade only in 2014-15)
School Address: 525 W. 44th Street, New York, NY 10036
Phone Number: 212-315-7191 Fax: 212-315-7192
School Contact Person: Victoria Armas Email Address: varmas2@schools.nyc.gov
Principal: Victoria Armas
UFT Chapter Leader: Michael Kaas
Parents' Association President: Stacy Roger Gordon, Akiba Perry
SLT Chairperson: Victoria Armas
Student Representative(s): None

District Information

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

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. 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.**
3. 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)
Victoria Armas	*Principal or Designee	
Michael Kaas	*UFT Chapter Leader or Designee	
Stacy Roger Gordon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jeroo Daly	Member/ Teacher	
Chrissy Collins	Member/ Parent	
Susan Treacy Mannix	Member/Parent	
	Member/ Teacher	
	Member/Teacher	
	Member/ Teacher	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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 Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. City Knoll Middle School Mission

Our school prepares students to realize their dreams through commitment to academic excellence, collaboration, and creativity. We empower our school community with the knowledge that the process of arranging words and images on a page, or utilizing technologies to communicate a message can move ideas to the hearts and minds of others to produce a call to action. We develop and support creative, inquisitive, articulate, well-informed individuals who upon graduation are capable of successfully shaping their own futures.

City Knoll Middle School (CKMS) opened its doors in September 2014 with a sixth grade. The school is envisioned as a place that values student voice, where students are regarded as innovative, intelligent, involved members of their school community, as well as the community at large. We believe that students learn best when they are provided with authentic opportunities to engage in inquiry, research and reflection through language rich learning designed around a culminating project that makes connections across disciplines. Through a deep awareness of and respect for diversity and culture students become responsible advocates for themselves, their communities, and the world. The integration of the arts, multimedia and new technologies to support communication through the presentation of knowledge and ideas in public speaking and performance are strong components of the school's approach that build on students' abilities to manage multiple forms of digital texts and engage them in meaningful and unique ways.

CKMS incorporates community resources through key partnerships to connect and enrich the learning experience and possibilities for students and professional staff. These include the Museum of Modern Art, NYC Outward Bound, the YMCA, the Educational Video Center, and the Paley Center for Media. This approach connects to the school's philosophy by engaging students in authentic and relevant learning experiences that provide opportunities for them to explore interests, as well as develop creativity and problem solving skills through performance tasks and presentations, resulting in students who are critical thinkers, articulate, respectful of the views of others, and well equipped to take charge of their future.

One essential aspect of the school is the Exchange Structure that provides a daily forum for the development and support of students' academic and social emotional growth. Three components comprise the daily Exchange period including; Exchange Team (mentoring and advisement) through the use of the MindUp curriculum and mindfulness, Exchange Support (academic support and enrichment) providing students support in the areas of ELA and Math according to needs as identified by data analysis, as well as enrichment for high achievers, and Exchange Ideas (student selected, independent, self-directed study), each of which are designated on different days of the week. Students are provided this time to interact and exchange information, thoughts, opinions, dreams, and be inspired by one another while improving their skills, expanding their interests, and being given the space to mature as young people with guidance.

2. The strengths of the school include the founding staff who are caring and dedicated individuals, and experts in their content areas. The Exchange Structure is also a strong component, which is unique to the school and supports students in academics, social-emotional aspects, and in developing areas of interest. The community-based partnerships (indicated above) the school has fostered is also a strength area providing experiences to students that they might not otherwise be exposed. The development of interdisciplinary curriculum with the support of NYC Outward Bound has strengthened teacher capacity to create and implement Common Core aligned curriculum. One unit has been developed and is currently being implemented that culminates in the areas of ELA and Social Studies, utilizing the High Line as a case study. The unit was initiated by taking all students to visit the High Line for field work. Another unit that emphasizes Math and Science is planned for the spring. Student Led Conferences were also initiated this Fall and had about a 97% participation rate.

The challenge for the school lies in its newness and the amount of work required for a small staff to accomplish. Limited funding is also a challenge. Data is limited to NYS ELA and Math assessments, Measures of Student Learning data and teacher collected information.

3. As a brand new school, the key areas of instructional focus for this year include questioning and discussion, providing effective

feedback, and writing. These areas are being supported through professional learning, consultants and opportunities to visit other schools. The Quality Review rubric and Danielson Framework guide the school's ongoing development. The school is also focused on building community among all constituencies. The school also is keenly focused on the well-being of students and staff through mindfulness and wellness initiatives.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

New York State ELA & Math Assessments findings indicate the following:

2013-14 Grade 5 ELA

	Level 1	Level 2	Level 3	Level 4	Total	Mean Score
Number	26	27	11	6	70	2.50
Percentage	37%	39%	16%	9%		

2013-14 Grade 5 Math

	Level 1	Level 2	Level 3	Level 4	Total	Mean Score
Number	22	28	15	5	70	2.54
Percentage	31%	40%	21%	7%		

MOSL Performance Series baseline data:

ELA (76 students tested)

Lexile Low value	Grade Level low	Lexile High value	Grade level High	Total per level	% at each level
985	7.2	1155	10.1	20	26.32%
900	6.0	975	7.0	12	15.79%
700	4.1	875	5.8	30	39.7%
525	2.9	699	4.0	14	18.42%

Math (76 students tested)

Grade Level Low	Grade Level High	Total per level	% at each level
7.0	>9.9	8	10.53%
6.0	6.9	14	18.42%
5.0	5.8	32	42.11%
<2	4.9	22	29.95%

School strengths

- Attention to student’s individual needs and interests through Exchange Structure (Exchange Support, Exchange Team, and Exchange Ideas). Data sources include NYS ELA & Math Assessments, MOSL baseline testing - Performance Series in ELA & Math, and NYC Performance tasks in Science & Social Studies, as well as student report cards and progress reports.

CKMS instructional focus on questioning and discussion, writing, and targeted feedback to students supports learning at high levels according to standards. Data sources include the Danielson Framework and teacher unit & lesson planning.

School Needs

Improve student proficiency rates, particularly in level 2 in order to meet 6th grade standards.

Part 2 – Annual Goal

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

By June 2015, 80% of students (including Students with Disabilities-SWDs, and English language learners-ELLs) will increase in their proficiency rating as measured by the 2015 New York State English Language Arts and Math assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
CKMS implements NYC Core Curriculum materials including Expeditionary Learning in ELA, Connected Math Program (CMP3) in Math and Common Core Learning Standards aligned teacher created interdisciplinary units of study.	All students including SWDs and ELLs	Sept 2014 through June 2015	All teachers, data specialist, principal and para-professionals
Exchange Support Program supports the needs of ELLs and SWDs through small group instruction and targeted skill development. Students are grouped according to data from NYS ELA & Math assessments and are supported in the weakest area for ELA or Math. After-school programs support homework and test prep. High Achievers receive enrichment.	All students including SWDs and ELLs	October 2014 through June 2015	All teachers including SETSS and ESL, social worker, data specialist
Professional Development is conducted weekly and is adjusted based on data analysis of student and teacher needs. A PD Committee comprised of teachers support the development of the yearly PD plan. Teachers conduct workshops, developing leadership capacity and community.	All teachers	Sept 2014 through June 2015	All teachers, social worker and principal
Parent workshops are conducted monthly on topics such as Common Core, supporting homework, building confidence, etc.	parents	October 2014 through June 2015	Social Worker, teachers and principal

Part 4 – Resources Needed

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

Teachers, NYC Core Curriculum, trade books, computer software including IXL and Performance Series, after-school per session

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

Performance Series will be administered in ELA and Math at the mid-year to check for progress toward proficiency.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

CKMS is working to build a safe and positive environment that is inclusive of all learners and cultures. Through our core values and character traits we are striving to teach students to take an active role in their own learning. Parents were surveyed during the family orientation in August 2014 as to their interests for workshops and availability. As a new school we currently do not have any baseline data from the NYC DOE learning environment survey. Therefore the school developed a modified survey based on the NYC DOE learning environment survey. The survey will be administered internally to teachers, parents and students twice during the 2014-2015 school year. The survey will be given to constituents in an online format and will also be offered on paper for those who do not have computer access. The baseline survey will be administered in February 2015.

Part 2 – Annual Goal

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

By June 2015, 80% of constituents of the school community will report that CKMS is a school with a safe learning environment that fosters a sense of ownership and is conducive to learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Exchange Structure including Exchange Team (advisory)using Mindful Breathing in MindUp curriculum, Exchange Support (interventions and enrichment), Exchange Ideas (enrichment)	All students	Sept 2014 - June 2015	7 exchange team groups with at least one leader in each group
Monthly celebrations and recognition of perfect attendance and a Student of the Month from each content area Parent Workshops	All school constituents	Oct 2014 – June 2015	All school constituents
Student work analysis during teacher team sessions and professional development	Teachers	Sept 2014 - June 2015	Teachers and principal
Conduct internally developed survey of teachers, students, parents on the learning environment	All school constituents	February 2015, June	Teachers and principal

		2015	
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Part 4 – Resources Needed

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

Time for Exchange Structure, Teacher Team sessions, time for planning and implementing celebrations, workshops, and CKMS Learning Environment Survey

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

An internally developed survey will be provided to multiple stakeholders in February 2015 and June 2015.

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As a new school, it is incumbent to establish a plan for creating an environment that fosters and emphasizes both teacher and student collaboration. Our core values and character traits both focus on the value of collaboration for successful pedagogy. In addition, the socio-emotional needs of teachers and students alike are served by an environment of trust, intentionality and open-minded partnerships.

Part 2 – Annual Goal

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

By June 2015, 100% of faculty will have been involved with the planning, implementation, and evaluation of two interdisciplinary units aligned to CCSS. Unit I will be focused on English language arts (ELA), Social Studies (SS) and Visual Art with support from Science, Math, and Physical Education (PE), and Unit II will be focused on Science, Math and Visual Art with ELA/SS/PE support.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Team meetings weekly and whole-school collaborative meetings bi-monthly for planning and progress check-ins.	Teachers and principal	Sept 2014 - June 2015	Unit I: Licari/Yarbrough w/NYC Outward Bound Support (Shyla Kinhal – School Designer), principal Unit II: De la Cruz/Taegel/ Kass w/NYC Outward Bound

			Support
PD for staff on co-planning strategies and Expeditionary Learning protocols.	Teachers and principal	Aug 2014 - June 2015	Principal & Shyla Kinhal (NYC Outward Bound School Designer)
Weekly Content/Special Education co-planning time built into the schedule to assess the needs of diverse learners and differentiated instruction as needed.	Teachers	Sept 2014 - June 2015	Principal
Celebration of learning for both units in which all stakeholders participate, followed by teacher reflection on the EL units, success of collaboration, suggestions for improving upon the foundations established this inaugural year.	All teachers, principal, and NYC Outward Bound School Designer	Dec 2014 - June 2015	All teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Consultation fees for NYC Outward Bound, teacher team time, professional development time, development of instructional materials, adjustment to schedules to accommodate fieldwork and expert visits, books and other resources

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
After the development of each interdisciplinary unit (one completed in January 2015, the other in June 2015), teachers will evaluate and synthesize the experience of creating and implementing the unit with students. This will be recorded on CKMS developed surveys and reflections.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

See instructional findings in section 5A.

CKMS Strengths

- The Principal monitors Exchange Team activities in collaboration with the social worker and Creative School Services consultant.
- Exchange Teams and Exchange Team Adult Leaders (ETAL) support student preparation for Student Led Conferences (SLCs).
- CKMS overarching theme of public speaking and presentation supports SLCs.
- Parents are involved in their student’s reflection and academic progress with 97% of families attending November SLCs.

Part 2 – Annual Goal

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

Develop student capacity to conduct and teacher capacity to support student led conferences (SLC) during parent teacher conferences held in November and March in order to support a reflective community and establish trust so that 85-90% of students score a 3 or 4 on the SLC rubric by the completion of the March SLC.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional Learning to support the implementation of Student Led Conferences.	Exchange Team Adult Leaders	October 2014 - April 2015	Principal
The development of materials including professional learning, a timeline, student agenda and script, reflections, and rubric to support students as well as Exchange Team Adult Leaders to effectively	Exchange Team Adult Leaders,	October 2014 - April 2015	Principal, Exchange Team Adult Leaders

implement SLCs.	students		
Time during Exchange Team to prepare students by supporting the identification of areas of strength and challenge with evidence of student work and rehearsal for the SLC.	Exchange Team Adult Leaders and students	October 2014 - April 2015	Principal, Exchange Team Adult Leaders
Scheduling of individual appointments for students and families to attend the SLC and engage with the reflection on progress of students in order to foster a strong partnership.	Exchange Team Adult Leaders	November 2014 - March 2015	Principal, Exchange Team Adult Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Exchange Team Adult Leaders, Principal, materials to support SLCs, time during Exchange Team sessions for preparation.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Student SLC rubric scores for the first SLC in November will serve as a baseline. Student SLC rubric scores for the second SLC in March will serve as the final data point. SMART goals are developed by Exchange Team Adult Leaders and students. These will be re-visited in February and adjust according to report card and progress report data, then checked on after the March SLC for attainment.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As City Knoll Middle School opened its doors for the first time in September 2014, baseline assessment information is not available. The school values support from community based organizations and has established key partnerships that support academic and social-emotional growth of students, including the YMCA, Museum of Modern Art, NYC Outward Bound, and Educational Video Center. The school is also a welcoming environment for students and families and seeks to continually strengthen relationships with all members of the school community. The school has established a PTA, but has had limited parental involvement thus far. The school recognizes the need for the support of parents to ensure students’ success. Middle School parents also need support during the transition of their youngsters to becoming more independent and responsible for their learning and actions.

Part 2 – Annual Goal

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

Our school will build a culture that values parent relationships and participation at school and PTA events as measured by an increase in attendance by 75% by the end of the school year using the school’s first PTA meeting in September as a baseline.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The PTA and the school will survey parents to determine satisfaction with parent involvement efforts. Future activities will be planned based on the results of the survey.	Parents, Teachers, Principal	Sept 2014 - June 2015	Principal, PTA
Parents will be notified about meetings, events, celebrations, presentations, guest speakers, workshops, fundraising and volunteering activities at school via various methods of communication - phone calls, school website, newsletter, and email.	Parents	Sept 2014 - June 2015	Principal, PTA

Home and school communication/ collaboration is strengthened by Exchange Team Leader's monthly phone calls home, student progress including classwork, homework and anecdotes on PupilPath, student led conferences (SLCs), parent workshops, Exchange Ideas presentations, emails, monthly newsletters and information posted on the school website.	Parents, teachers, principal, social worker, students	Sept 2014 - June 2015	Teachers, principal, social worker, PTA
Community based partnerships foster parental presence and input at partnership events and celebrations	CBOs, principal, teachers, social worker	Sept 2014 - June 2015	Principal, CBO points, teachers, students

Part 4 – Resources Needed

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

Time for planning workshops, events, materials, compiling information, phone calls. Development of materials and resources. Schedule adjustments to accommodate fieldwork, events, and celebrations.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015 the school will have a 25% average increase in attendance at PTA and school events.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	NYS ELA Standardized test scores, Performance Series data	guided reading through Exchange Support program, targeted skill development, vocabulary development, specific support provided during after-school program	small group, one-to-one, tutoring, clubs	during the school day, and after school
Mathematics	NYS Math Standardized test scores, Performance Series data	targeted skill development during Exchange Support program, specific support provided during after-school program	small group, one-to-one, tutoring, clubs	during the school day, and after school
Science	NYS ELA & Math Standardized test scores, Performance Series data in ELA & Math, NYC Performance Task in Science (MOSL)	targeted skill development during differentiated lessons, specific support provided during after-school program	small group, tutoring	during the school day and after school
Social Studies	NYS ELA & Math Standardized test scores, Performance Series data in ELA & Math, NYC Performance Task in Social Studies (MOSL)	targeted skill development during differentiated lessons, specific support provided during after-school program	small group, tutoring, clubs	during the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As needed, students exhibiting the need for counseling, specific referrals and requests, and identified by specific data sources	small group and individual counseling	small group, individual	during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools		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.
<p>An 18D Hiring Committee recruits, interviews and hires all staff. Information sessions are conducted for prospective teachers that include the school's mission and vision. Prospective candidates are engaged in instructional activities that help the school discern the teacher's capacity and alignment to the CKMS instructional approach. Interview questions reflect an understanding of teacher best practices including the Danielson Framework, Common Core Learning Standards, meeting the needs of all students, beliefs about how student learn best, and assessment practices. High quality professional development is conducted on a weekly basis and is ongoing throughout the school year to support best practices. External PD opportunities are provided. Leadership capacity building is supported through a variety of methods including the delivery of professional development, opportunities to serve on committees (School Leadership Team, Professional Development committee, Wellness Committee), and coordinate programs (after-school, ESL, Exchange structure components). Mentoring is provided to support new teachers. Intervisitations and learning walks are encouraged and scheduled. Teacher team meetings and collaborative planning sessions are scheduled into teacher programs daily. All teachers at CKMS hold Masters degrees.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>A Professional Development (PD) committee at the school develops a yearly plan for professional learning conducted on a weekly basis that is based on student and teacher needs. PD is aligned to the goals set out in this CEP document, as well as the Four Pillars put forth by the Chancellor. Workshops are developed and conducted by pedagogues and the principal on a rotating basis. Common Core Learning Standards are referred to and supported during PD sessions. The Quality Review and Danielson rubrics also serve as guides for the creation, implementation and evaluation of PD. The availability of Network 101 PD is communicated and encouraged. Modifications, adjustments and adaptations to instruction are planned and delivered for students with disabilities and English language learners, as well as the use of paraprofessionals to support students. Lesson and unit planning, and revision encourage CCLS best practices and strategies, with monitoring of student progress and the review of student work to revise the process as needed. Curriculum is revised on an ongoing basis for alignment to CCLS, student achievement, and interdisciplinary connections. Student work is continually reviewed to ensure alignment to CCLS, as well as to modify practice in order to meet the needs of all students.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

Resources used for the Targeted Assistance program include NYC Core curriculum in ELA (Expeditionary Learning), Math (Connected Math Program - CMP3), Glencoe NY Science textbook, Foss kits for science labs, NYC Scope and Sequence for Social Studies, trade books, teacher created materials, technology programs including the use of SMART boards, ELMO document readers, IXL in ELA and Math, CKMS Exchange Structure, ongoing professional development, after school program, test preparation and sophistication sessions, and the MindUp curriculum. After-school programs are provided including homework help, Math Counts for acceleration, Book Club, Technology Club, Art Club. Guidance supports are provided for students and families. Data analysis is conducted weekly by teacher teams. Interdisciplinary units of study, resources, and materials are developed and implemented throughout the school year.

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).

CKMS minimizes removing students from their regular educational program through the Exchange Structure, Integrated Co-teaching classes, the use of high quality curriculum, and reduced class size in math. After school programs are available Monday through Friday that include activities that foster academic and social-emotional development. The school conducts regular culture checks to modify and adapt programs as needed.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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:

1. 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.
2. 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:

3. **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).

4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **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.
8. **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:

9. **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.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **City Knoll Middle School/02M933**, 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. **City Knoll Middle School/02M933** will support parents and families of Title I students by:

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

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

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

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

City Knoll Middle School/02M933, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2014-15 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 quality ELL programs. This is a one-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 933
School Name City Knoll Middle School		

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

Principal Victoria Armas	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Julia Taegel	Guidance Counselor n/a
Teacher/Subject Area Angela de la Cruz/Mathematics	Parent Marina Mihajlova
Teacher/Subject Area Jeroo Daly/Special Education	Parent Coordinator n/a
Related Service Provider Allison Mandel/Speech	Other Sarah Ballin/Social Worker
Network Leader(Only if working with the LAP team)	Other Karen Myrie/Special Education

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	79	Total number of ELLs	5	ELLs as share of total student population (%)	6.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			3		2				5

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	3	0	2	0	0	0	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3							3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	5	0	0	0	0	0	0	5

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1							1
Intermediate(I)														0
Advanced (A)							4							4
Total	0	0	0	0	0	0	5	0	0	0	0	0	0	5

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At City Knoll Middle School we used data from NYSESLAT and the previous year state tests in ELA and mathematics. Additionally, we administered the Performance Series for ELA and mathematics, as part of Measures of Student Learning (MOSL). Three ELLs have previously attended school in New York City. Our two new students were administered the NYSITELL at the beginning of the year.

The data gathered from the MOSL and from state exams allows us to plan accordingly for the blended model of push-in and pull-out free standing ESL program to allow for English language learning intervention methods that specifically cater to ELL needs. The data shows our students struggle with writing, so supports to further writing skills are collaboratively developed by the ESL and content area teachers. The data also indicates that three of our five ELLs are advanced, experiencing difficulty in unpacking concepts in content areas, so teachers support students through schema building activities that include the use of a variety of graphic organizers and contentualization activities. Field work also support students in making real world connections to content. The school also uses DataCation Skedula, an online grading system to monitor student progress in each content area. Additionally, standards based progress reports are provided in between report cards, 4 times per year and provide information regarding student's progress toward the mastery of grade level standards. Report cards are percentage based by content areas. All student data is monitored for progress and adjustments made accordingly to instruction. Teachers also monitor progress qualitatively through rubrics utilized for participation and character traits (collaboration, making responsible decisions, and perseverance)

2. What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?
As revealed by the NYSESLAT and NYSITELL proficiency results, it can be seen that the majority of our ELLs are at the Advanced level. Since we are a new school; however, we are not able to make any conclusions based on these scores alone. We will continue to gather and observe the data until patterns are revealed. We have noticed that most of our students need support in unpacking concepts, so support is tailored to this end through schema building activities including the use of a variety of graphic organizers and note-catchers.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
As seen by looking at the patterns across NYSESLAT modalities, our three students are split on speaking/listening and reading/writing between intermediate and advanced. However, upon deeper analysis, the weaknesses in our students occurs specifically with listening and writing. The ESL teacher, Ms. Taegel has given professional development to content teachers to provide structured opportunities for student interactions which will help develop listening skills. Further, interpersonal skills in English are practiced everyday with classmates and teachers in and outside of the classroom. For writing, content area teachers must give more support and differentiation to ELLs in order for them to improve in the long run.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. There is an even distribution across proficiencies in the 6th grade. Students take tests in English with a bilingual dictionary on the state tests if necessary. Since students have not taken the state tests in their native language in the Elementary schools, there is no data to show how ELLs are faring in English as compared to their native language. However, native language is used occasionally in class to relate words with similar Latin root words, like in Spanish, since the ESL teacher and math teachers speak Spanish as well.
 - b. All school leadership and teachers at CKMS are using the results of the Spring 2014 NYSESLAT and NYSITELL results to assess ELLs' strengths and weaknesses. City Knoll Middle School does not administer the ELL Periodic Assessment. We differentiate based on student needs and scaffold accordingly in order to aid in long-term English language acquisition as well as building content area knowledge. Many ELLs at CKMS have been receiving ELL for 4-6 years so their speaking skills are higher; however, listening and writing continues to need improvement. We also use the results of the NYSESLAT and NYSITELL, as well as Performance Series tests used for Measures of Student Learning (MOSL) to determine if more native language support is needed, where available.
 - c. We will not be administering the ELL Periodic Assessment. We already have data on our students to prepare appropriate intervention plans without the need of further testing, other than Performance Series in ELA and math, as well as teacher created assessments. As mentioned, the school also uses DataCation Skedula, an online grading system to monitor student progress and support content area instruction as indicated by reporting in this system.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
CKMS uses data to guide instruction for ELLs with the help of the Response to Intervention framework's three tiers of instructional support. ELLs are not in a self-contained ESL class, but instead they are with their native English speaking classmates. For the process, we begin with the Core of Instruction for all students, but then give a "Double Dose" of Instruction for differentiation and support. If our ELLs are still having difficulty, we then move onto Intensive Intervention where ELLs are pulled aside for small group and even individualized instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ELLs' second language development is of utmost importance to us. All teachers at CKMS understand that ELLs need more

scaffolded support in vocabulary acquisition and use, specifically with new content. In addition, students struggle with improving their reading and writing skills. With the help of the ESL teacher and professional development, school leadership and teachers can determine better instructional techniques for ELLs with vocabulary acquisition and writing skills in content area subjects. In addition, we make sure they have the native language supports as needed. We have bilingual dictionaries and even Spanish translations of the texts we are using. In addition, many of our teachers of ELLs speak Spanish as a second language. Our school also uses iPads for translation using Google application, other text translating applications, and talk to text applications.

All content area teachers have access to all of the ELLs' educational history and background information allowing them to teach in such a way that they are acknowledging the culturally and linguistically diverse backgrounds of our ELLs. They use this knowledge to help assist in developing the students' English language skills by providing extra support for these students such as scaffolded and/or translated materials, and giving extra time to re-explain or re-teach content. Extra time is also provided to ELLs to complete assignments.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

CKMS is a newly opened school as of September 2014. We currently do not have enough data to evaluate the success of our programs for ELLs; however, we are working towards having a successful program from the beginning

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At registration, families fill out and sign the Home Language Identification Survey (HLIS) in the language spoken by the family that inquires about the child's earlier school experience and language of instruction with support from the English language learner coordinator/teacher. A pedagogue is on call to assist the parents and ensure they understand the questions. If the student has not attended an NYCDOE school in the past, registration information is collected by the Social Worker and Community Assistant. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then the translation unit is called for assistance for languages other than Spanish. If the parent needs Spanish translation Ms. De la Cruz or Mrs. Armas are called to meet parents/guardian. The ELL Coordinator/ELL teacher conducts informal interviews. The informal interview is conducted in English and in the native language if possible. Students are scheduled for NYSITELL testing by the ELL Coordinator, if the HLIS that indicate another language. Students are placed in appropriate classes and provided with a program according the the initial assessment. This process is completed within 10 school days.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

For the 2014-2015 school year, City Knoll Middle School had two ELL students new to New York City DOE. In September, the parents of ELLs new to the New York City were invited to come to school to learn about the three program choices. At City Knoll Middle School, there are only two students new to NYC. The ESL Coordinator & teacher, Ms. Taegel, hosted the parents as they watched the videos found on the NYC DOE website. Videos were offered in Spanish and English. The native languages spoken by the parents are Spanish and Macedonian. Both parents opted to watch the video in English. After the videos were screened and questions addressed, parents completed the Parent Survey and Program Selection Form. Both parents selected the Freestanding English as a Second Language program. City Knoll Middle School currently offers Freestanding English as a Second Language based on the selection of parents. If parents selected another program, we would honor the request by contacting another school

with the appropriate program and help the parent transfer the child to the school with the program they prefer, until our school reaches the numbers required to form a dual language or bilingual class, according to the parent's choice. Outreach would be provided to parents to inform those who have selected TBE/DL program when the program becomes available within the required time frames. The ESL teacher then keeps a binder with all completed forms in her classroom for reference. Should our school, CKMS have enough students to allow for a TBE/DL program, we would call the parents who have requested either of those programs and inform them of the availability of their preferred program.

In September, our students who have been receiving ESL services were sent home with a Continued Entitlement letter notifying the parents of the continued Freestanding ESL service. Our Freestanding ESL class is taught by Ms. Julia Taegel. She has a Master's Degree in TESOL and is fully certified by the state of New York. Should we have new enrollees to the NYCDOE, the articulated procedures would occur.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

ATS reports are utilized to determine NYSESLAT eligibility as well as the determination of the appropriate letters to be distributed to entitled and non-entitled students at the beginning of the school year. Students who require ELL services are given Continued Entitlement Letters by ELL Coordinator/ Teacher, Ms. Taegel. Letters are provided in the students' native languages (Spanish and Arabic) at the beginning of October. Program Selection forms required by new families are distributed after the Parent Orientation meeting and are collected by the ELL Coordinator, as well as a copy of each Continued Entitlement Letter, which are maintained by Ms. Taegel, logged on a record keeping document and secured in ELL binder in a locked drawer in the classroom.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The ESL teacher, Ms. Taegel, analyzes all reports from ATS and ARIS to place identified ELL students in our Freestanding ESL program according to parent choice. Parent choice is based on the three programs available in New York City including Transitional Bilingual Education, Dual Language and English as a Second Language (ESL). At present parents are selecting the ESL program at our school. The ELL Coordinator uses the ATS reports: RLAT, and RNMR. Based on these reports, Ms. Taegel, looks at the NYSESLAT Spring 2014 scores to determine at what level each student should be placed. Based on their level: Beginning, Intermediate, or Advanced, the ESL teacher, Ms. Taegel determines scheduling of time for each student based on their individual level. Placement letters for newly identified ELLs and continued entitlement letters are provided to students based on their levels. Copies of all letters provided to families are logged and maintained in an ESL binder and secured by the ELL Coordinator. Since we only have 5 ELLs, the ESL teacher co-teaches 6 periods of math class (45 minutes each) with ESL support which includes appropriate scaffolds and vocabulary support, as well as offers three 45 minute periods of Freestanding ESL classes. The ELPC screen in ATS is updated within 20 days.

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

Since City Knoll Middle School recently opened for the 2014-15 school year, this will be our first time administering the NYSESLAT in the spring of 2015. The ESL teacher, Ms. Taegel, analyzes all reports from ATS and ARIS to place identified ELL students in our Freestanding ESL program. Reports she uses are RLAT, and RNMR. Based on these reports, Ms. Taegel, looks at the NYSESLAT Spring 2014 scores to determine at what level each student should be placed. Based on their level: Beginning, Intermediate, or Advanced, the ESL teacher, Ms. Taegel determines scheduling of time for each student based on their individual level. In anticipation of the administration of the test, the ESL teacher, Ms. Taegel, will administer the test to the 5 ELLs we have at CKMS during the scheduled time when students receive ESL services. Should it be necessary, students will also be pulled out during regular classes to complete the test. Students will take the reading, listening, and writing in a classroom at the same time when ESL services are given. If students need extra time for any of these components according to their designation, students will be pulled-out to complete the test. The ESL teacher, Ms. Taegel, will pull-out individual students during non-core content area classes to administer the speaking test to each student. An official schedule will be made closer to the administration dates in order to inform all teachers of when each component will be administered.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Since we are a newly opened middle school beginning in September 2014, trending information is not available. We expect to make conclusions in the upcoming years once we acquire more data upon student enrollment. To maintain records of trends, the ESL

teacher, Ms. Taegel, will add data and maintain records in our ESL binder. The school will monitor trends, once trending data is available to discern parental choice and make programmatic changes accordingly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. City Knoll Middle School is a new school that recently opened in Septemeber 2014 to its first incoming class of sixth graders. The school will eventually serve grades 6-8 by adding a grade each year. Our first graduating class is expected in June 2017. The school's vision includes an arts embedded, interdisciplinary approach with a focus on public speaking and presentation, which provides lots of opportunities for language development and improved writing skills.

We offer Integrated Co-Teaching (ICT) services and Special Education Teacher Support Services (SETTS).

CKMS's Freestanding ESL program includes a push-in, collaborative, and self-contained organizational models. Push-in is used in Mathematics for English language support for six 45 minute period per week. In addition, a collaborative organizational model applies because the ESL teacher works closely with the Humanities teachers and the science teacher to provide modifications necessary for ELL support.

Self-contained ESL class occurs during the 45 minute intervention block three times a week, which focuses on literacy development and a curriculum tailored for ELLs based on pedagogical techniques for English language acquisition. Students are grouped heterogeneously in all settings. However, the minutes mandated for each student is determined by the students' test scores. City Knoll Middle School exceeds the number of minutes required for ESL instruction in all proficiency levels by providing 405 minutes of instruction weekly between the push-in support during Mathematics and pull out instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Based on last year's NYSESLAT scores and this year's NYSITELL scores, it can be seen that the levels are as follows: Beginning= 1

and Advanced = 4. For all students, the ESL teacher, Ms. Taegel pushes-in to six 45-minute periods of math weekly for a total of 360 minutes. Additionally, Ms. Taegel teaches a Self-Contained ESL class with our five ELL students. The class meets 3 periods a week for a total of 90 minutes. The ESL class focuses on building vocabulary, language acquisition strategies, and writing. All students receive a total of 405 minutes of ESL services. The beginning student requires 360 minutes a week and the Advanced students require 180 minutes per week. All ELLs at CKMS receive more than the mandated number of minutes. In addition, all students receive six periods of ELA instruction, six periods of Social Studies and six periods of Science instruction that incorporate literacy strategies guided by the work of Timothy and Cynthia Shanahan and their work on Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy.

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

All ELLs receive ESL instruction during a blended model of push-in during six 45 minute periods of math instruction, and ESL instruction during three 45 minute periods of Exchange Support, a structure at CKMS that is utilized to address all students individual needs. The Exchange Support periods are tailored to student's individual academic needs and is the period when ESL discrete pull-out instruction is provided (Exchange Support is not the advisory period - it is academic support and intervention period). All instruction and materials at CKMS are aligned to Common Core Learning Standards. The ESL teacher pushes in to the mathematics class, which consists of six 45-minute periods with a heavy focus on vocabulary development and literacy strategies. Due to the scheduling, all ELLs receive more than the mandated number of minutes. In Mathematics we follow the Connected Math 3 curriculum. Students in the class are placed into heterogeneous groups which allows for native speakers to interact with ELLs in a low-stress environment. The text is provided in Spanish to our Beginner student. In ELA, we use the NYS recommended curriculum provided by Expeditionary Learning. In Social Studies, the department has created their own curriculum using a combination of NYC K-8 Scope & Sequence and a variety of grade level textbooks as an outline, but also incorporates supplementary texts and trade books in a variety of mediums. The Social Studies teacher also incorporates Reading Like a Historian strategies into instruction from the Stanford History Education Group. In Science, a blended approach of laboratory experiences using Foss Kits and the Glencoe Science textbook is implemented. The ESL teacher uses sheltered instruction and collaboratively supports modifications to all content area in order to cater to the language needs of ELLs and students with disabilities. Worksheets and handouts are modified and translated for students into their native language when needed, so they have simplified language, are easy to read, and include graphic organizers when applicable. Sentence starters and sentence structures are also given to outline the information and teach and develop organization techniques that aid in comprehension. Since ELLs are required to read the same texts, they are given visuals, audiobooks, graphic novel versions, and any other visual or auditory supports available.

When learning new vocabulary, since the majority of our ELLs are native Spanish speakers, the ESL teacher, Ms. Taegel uses the native language, Spanish, to help determine meanings of vocabulary words using similar Latin roots. In addition, there is a significant, school-wide focus on vocabulary for all students at CKMS through the Word Generation program to develop vocabulary usage throughout content areas. Word Walls are also evident in classrooms and support the weekly words being studied through Word Generation. Word Generation is supplementary to the general curricula for all content area classes. Each day, 20 minutes is set aside from the respective content area class to dedicate to Word Generation. Mondays are for the ELA launch where students learn the vocabulary and see it in context by reading an article. Tuesdays' lesson occurs during math where students solve word problems with the vocabulary words used in context. Wednesdays are for science where they look at data and facts with the 5 vocabulary words used in the context of science. Word Generation lessons on Thursdays occur during Social Studies where students take a position on the controversial topic of the week and have a debate with classmates either in small groups or whole class, then Fridays are dedicated to short response, and essay writing where students must answer the topic question for the week and use vocabulary words from the current week and previous weeks. All of this work builds vocabulary and literacy development for all students, not just ELLs. ELLs, however, are given more time and visuals to represent new, unknown concepts. In addition, the vocabulary is used across content areas, which allows for ELLs and all students to see the vocabulary words used in various settings.

Our beginner student also has access to a bilingual, word to word translation dictionary for assessments and a traditional bilingual dictionary for classwork. Translating applications are also provided on the iPad through Google Translate and books on tape applications. Several students support our newly arrived ELL on a rotating schedule as a language buddy as well.

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

At the beginning of the year, ELLs are informally assessed by the ESL teacher, Ms. Julie Taegel, as soon as instruction begins. However, before that time, the ESL teacher uses the information given by the parents on the HLIS regarding the child's literacy and oracy. Students are assessed in their L1 through the Spanish initial testing. Many of our ELLs are native Spanish speakers thus can be evaluated informally by the ESL teacher, Ms. Taegel, our principal, Mrs. Victoria Armas, and the math

teacher, Ms. Angela de la Cruz because they speak Spanish. In addition, when the ESL teacher uses the native language to aid in ESL instruction, she informally assesses students based on their knowledge of vocabulary in their L1. To add on, all ELLs and former ELLs (up to 2 years after testing out) take the state tests with accommodations such as extended time, separate location, use of bilingual dictionaries, translated exams when available, and when unavailable, adult translators are arranged.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are constantly being informally assessed and evaluated in all four modalities of English acquisition. To evaluate listening, ELLs are given listening exercises where the ESL teacher, Ms. Taegel, reads a passage and they have to answer questions based on the passage. To evaluate speaking, Ms. Taegel will ask higher-order thinking questions to students during class discussions and record their answers. For reading, students are constantly being evaluated in all content classes when they are required to read long texts and give the gist and make inferences. For writing, ELLs are assessed weekly with essays that require use of vocabulary learned during the week and in previous weeks through Word Generation, as well as ELA, Social Studies, Science and Art teacher created assessments. Furthermore, Performance Series testing is administered several times throughout the school year and student data is monitored. This not only prepares ELLs to take the NYSESLAT in the spring, but also succeed in life.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At CKMS, we do not have any students classified as SIFE. Should we receive any SIFE students, we would employ more services through the support of the ESL teachers to intensify instruction to help students make up what they have missed due to prior years' interruptions, but we would also provide the services of all the other pedagogues in the school who instruct the SIFE. The ESL department has already developed special materials designed to teach the alphabet and basic literacy to older children. The Word Generation program would also support vocabulary development and language acquisition. Online language programs such as Rosetta Stone could support accelerated language learning. Targeted literacy development through scaffolded instruction to address the student's need would be incorporated.

b. At CKMS, we have one newcomer student who has been paired since day one with a language buddy, who speaks the native language and translates. Translated materials have been provided in all subject areas including art. The ESL teacher is Spanish speaking and further supports instruction, as well as the math teacher. Furthermore, translating applications are utilized on the iPad. Schema building supports and scaffold are collaboratively planned with content area teachers during teacher team meeting times and common planning.

c. The ELLs who have been receiving services for 4 to 6 years have already acquired interpersonal speaking skills; however, they still need a lot of support in orthography, literacy and writing. In addition, focus is made on addressing the issues that are preventing these students from achieving a score of Proficient on the NYSESLAT for them to leave the program, which usually has to do with unpacking concepts, so supports and scaffolds are collaboratively planned with teachers including graphic organizers and note-catchers, writing process supports and contextualization activities including video clips, visuals and manipulatives.

d. City Knoll Middle School currently has no long term ELLs. We do know that long-term ELLs are lacking the reading and writing skills necessary to pass the NYSESLAT and test out of ESL. Students would be given focused intervention on reading and writing to help them eventually test out. Some students are also SWD, thus more scaffolding and modification of instruction is necessary to help these students eventually leave the program.

e. Former ELLs have been able to test out of the ESL program; however, due to persistent language mistakes, former ELLs need targeted intervention. This might include literacy focus and also developing better writing skills. In addition, former ELLs for up to two years after testing out of ESL, are allowed extended time on all state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development? Teachers of ELL-SWDs already modify instruction to accommodate each student's individual needs as specified in their IEPs. The ESL teacher also co-teaches the ICT math class. Her math co-teacher is also certified in Special Education. This allows her to incorporate ELL techniques with the modifications and differentiation needed to follow the curriculum. In ELA, we are using the NYS recommended curriculum provided by Expeditionary Learning. Social Studies has created their own curriculum using the NYC Scope and Sequence for Social Studies, but incorporates supplementary texts in a variety of mediums and modalities including video clips, maps, and handouts. The ESL teacher, Ms. Taegel, uses sheltered instruction in ESL class and makes modifications to both

curriculum in order to cater to the language needs of ELLs and students with disabilities. She modifies worksheets and handouts for students so they have simplified language, are easy to read, and include graphic organizers when applicable. Sentence starters and sentence structures are also given to outline the information and teach and develop organization techniques that aid in comprehension. Since ELLs are required to read the same texts, they are given visuals, audiobooks, graphic novel versions, and any other visual or auditory supports available. When learning new vocabulary, since the majority of our ELLs are native Spanish speakers, the ESL teacher, Ms. Taegel, uses the native language, Spanish, to help determine meanings of vocabulary words using similar Latin roots.

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

We meet the needs of all SWDs by providing the different services required. Each student's schedule for services is coordinated to maximize instructional time in core content classes. In order to place these students in the appropriate setting, we first look at NYSESLAT scores, NYS test scores, and grades from sending schools. We then look at their IEPs to see which setting of the least restrictive environment has been mandated for each respective student. In our case, this 2014-15 school year, 2 out of the 5 ELLs are ELL-SWDs and mandated to be in ICT classes as stated on their IEPs. Should the IEPs list another type of setting such as General Education or Self-Contained (12-1-1), then we would program the student's schedule such that we are meeting the requirements as stated on their IEPs and help foster English acquisition.

Courses Taught in Languages Other than English

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

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

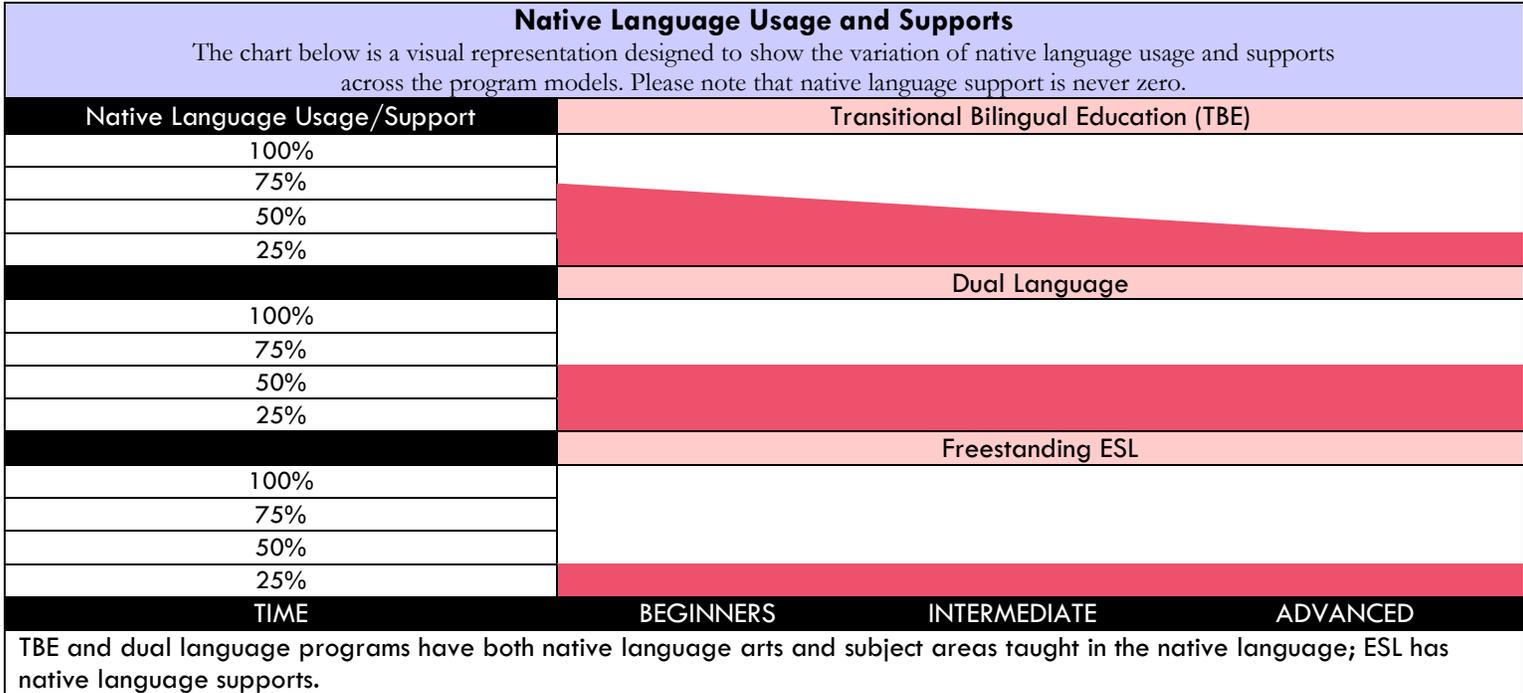
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention for ELA, social studies, math and science occurs during a self-contained 45 minute intervention block that meets three times a week, which is targeted toward all ELLs. In addition, both special educators, Ms. Jeroo Daly and Ms. Karen Myrie meet with the two ELL SWDs for SETTS. Ms. Myrie also co-teaches in an ICT setting for social studies, ELA, and science in a class with four of our five ELL students. Interventions occur during class time in all subject areas including ELA, math, social studies and science in small strategic groups using differentiated strategies according to the needs of students identified by teachers, as well as data from Performance Series for ELA and math, and NYC performance tasks for social studies and science. Item analysis data from NYS ELA and math scores are also utilized to identify and support student needs. Data from student work on IXL, a Common Core Learning Standards aligned software program provided to students by the school in ELA and math is also utilized. In ELA targeted interventions include guided reading groups to support literacy development, as well as specific skill strategies and supports as need and identified by the data analysis. The ESL teacher, Ms. Taegel, works with the special education instructors as well as the content area teachers to collaboratively create appropriate interventions for ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At this time in our first year, the ELL program at CKMS cannot make these conclusions. Nonetheless, we are constantly striving to meet the needs of ELLs in both content and language development by applying language learning pedagogy and other literacy techniques and interventions. All teachers are certainly aware of the students who are current ELLs and former ELLs. Content area teachers make appropriate modifications and differentiations for ELLs depending on the individual student's needs. Monitoring of student achievement through DataCation Skedula is ongoing. Performance Series testing several times throughout the year in ELA and Math also allow the school to monitor and adjust instruction to meet the needs of students. Exchange Team Adult Leaders (advisory program) conference with students and review progress reports and report card data in all subject areas (ELA, math, social studies, science, physical education and art) to support students according to the needs that are surfaced. Exchange Team Adult Leaders communicate with families on a monthly basis. Report cards are provided four times per year and provide average percentage grades in each subject area. Progress Reports provide standards based information to families four times per year in between report cards. Additionally students participate in student led conferences (SLCs) twice a year during parent teacher conferences where they reflect on their academic work, as well as social-emotional development and articulate next steps.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year of 2015-16, with the added staff, we anticipate having more ELL support for general education teachers to be able to make more modifications for ELLs. Our arts program will continue to expand as the school grows to include a 7th grade in 2015-2016, and an 8th grade in 2016-2017. We also intend to expand our Physical Education and sports offerings, as well as expand the after school program. All ELLs have access and participate in all programs at City Knoll Middle School.
12. What programs/services for ELLs will be discontinued and why?
- At this time, there are no programs or services that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at CKMS are afforded equal access to all school programs. They are enrolled in the same academic programs as their peers based on their assessments and data. All of the following programs are offered to students by individual teachers with multiple fliers and emails being sent home to parents and guardians to promote the attendance in these programs. Afterschool tutoring is offered to three of the five ELLs attend afterschool tutoring regularly, meeting with the ESL teacher, Ms. Taegel, once a week. In addition to tutoring, the CKMS afterschool program offers technology club, support for math as well as high achievers, art club, book club and CHAMPS Middle School Program. In addition, the school has a partnership with the YMCA at 63rd Street and students could apply and receive a Healthy Kids Card to take advantage of the YMCA Teen Center, facilities, and workshops offered after-school by this organization. All ELLs are invited and encouraged to participate in these activities and most of our ELL students do participate. Currently, one ELL attends the math program for high achievers twice a week, one attends art club once a week, and two attend CHAMPS twice a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL instruction at City Knoll Middle School entails the most recent and effective pedagogical techniques. Instruction is given using varied language acquisition methods such as visuals and manipulatives, Total Physical Response (TPR), technology, authentic materials, and graphic organizers for scaffolded writing. Technology used in the classroom includes the SmartBoard and Elmo

Document Camera to aid and support in direct instruction, as well as iPad apps for translation. Computers are also available to students for work in all content areas including two desktop computers in each classroom with a color printer, as well as a laptop cart that includes 27 computers. Instructional materials are similar for all subgroups of ELLs; native language materials such as translated texts are available for beginner students. Leveled texts are also available for each subgroup, depending on their reading and English language proficiency level. We also have several academic picture dictionaries on hand and bilingual dictionaries.

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

Bilingual dictionaries are available for students. The ESL teacher, Principal and math teacher also speak Spanish. In addition, translated texts in Spanish are available for students when available. Texts are given to our beginning student in English and Spanish in the Word Generation program, CMP3 Math, ELA books and reading material, and science textbook and support materials. When our school provides a TBE or Dual language program additional native language materials would be provided and appropriate pedagogues would be assigned in the language of the program.

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

At City Knoll Middle School, students are transitioning from elementary school where they only had one teacher for all subjects and remained in the same room. In 6th grade, they must adapt to having specialized teachers for each content area and traveling from room to room. All support and resources are grade appropriate for the middle school level. All resources and materials available correspond to middle school (11-13 year olds) interests. Texts may be leveled at grades below their current grade level; however, the material is still age appropriate regardless of lexile level. In addition, City Knoll Middle School includes a structure called Exchange Team, which is essentially an advisory period where the Exchange Team Adult Leader loops with students throughout their middle school experience and supports their social-emotional well being. The Exchange Team Adult Leader communicates with families on a monthly basis, acting as liaison between school and family, as well as an advocate for the student. Topics discussed during Exchange Team include age appropriate material, academic achievement and community building. The curriculum utilized is MindUp, focused on mindfulness and brain theory. All curricular materials (ELA, math, social studies and science) are NYC Core Curriculum for the specific grade level and therefore are appropriate for ELLs age levels and grade.

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

At this time, our school offers the Annual Pot Luck for 6th grade families. CKMS also does an orientation for new students before the prior school year ends, where Summer Assignments are provided in ELA and Math that include online activities through the IXL program aligned to Common Core Learning Standards. New ELLs who enroll throughout the school year will be placed into the ESL teacher's 45 minute self-contained classroom for language and cultural support, as well as the class that receives push-in services in Math. For new incoming students, the ESL teacher, Ms. Taegel, will invite ELLs into a weekly lunch group that meets to support new ELLs through casual conversation to promote speaking and listening. Even though the lunch group is specified for ELLs, all students are welcome to participate. All newly enrolled students, including ELLs are also buddied with another student to orient and support lessons and learning. All ELLs are invited to participate in the after-school program offered by the school that includes homework help, CHAMPs sports, Technology club, art club, book club, and Math Counts. The school also offers a program through the YMCA's Teen Center, in which all students including ELLs are eligible to participate.

18. What language electives are offered to ELLs?

Being in our first year, we do not offer language electives at this time. When 7th and 8th grade are present, we will begin offering other languages as decided collaboratively by the school community.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The ESL teacher, Ms. Taegel, is scheduled to attend several workshops and training sessions throughout the school year regarding ELLs and providing appropriate support to students and parents alike. Also, CKMS utilizes several approaches recommended by the Middle School Quality Initiative (MSQI), which focuses on literacy development for middle school students including the use of Word Generation program and guided reading strategies. There has been and will be continuous professional development on implementing the vocabulary focused program that crosses all content areas called Word Generation. At CKMS, we also have weekly professional development activities as called for by the UFT Teachers contract. The weekly meetings include data assessment, how to make necessary modifications and differentiation techniques for ELLs and students with disabilities. The ESL teacher provides at least one professional development each month to train teachers of ELLs on language acquisition strategies. Professional development topics include: October: schema building through the use of graphic organizers, November: cooperative learning structures, December: scaffolding approaches and materials, January: questioning and discussion techniques, February: technology to support language acquisition, March: test sophistication strategies for ELLs, April: Disciplinary Literacy, May: think-alouds to improve comprehension and metacognition, among others. Content area specialists provide workshops throughout the year to support literacy development in the content area. The Social Worker provides ongoing workshops throughout the school year to support students' social-emotional development and well-being. The Community Assistant participates in Network supported workshops on the use of ATS, cumulative record keeping, student enrollment, interacting with community based organization and time keeping. At this time the school does not employ an assistant principal.

2. The Common Core Learning Standards are an integral part in curriculum development, and teachers at CKMS are well-versed at aligning standards and developing learning targets in all lessons. Standards are attached to all assignments that enter the gradebook in the DataCation Skedula grading system. Interim Progress Reports provided in between Report Cards are common core standards based and provide a snapshot of where student mastery resides throughout the school year. A professional development plan was developed by a committee of teachers, Social Worker and the Principal that rotates presentation of relevant topics identified by teachers and according to the needs. In addition, teachers offer support to one another in the form of professional development presentations of best practice strategies and intervisitation and debriefs. Some teachers act as mentors to offer support, instructional resources, and model instruction. All pedagogues sign-up and schedule at least one professional development workshop that they present during the year on best practices in the classroom.

3. To provide staff with support in assisting ELLs as they transition from elementary to middle school, CKMS has implemented a program called Mind Up during the Exchange Team structure, which teaches all students about mindfulness, and how the brain reacts to varying situations and how individuals should act upon these feelings. This program helps all students transition and not just ELLs. The curriculum involves learning about mindfulness and metacognition, and also the brain's response to different stressors and how to react appropriately to various situations students might encounter in their transition from primary to secondary school. Additionally the core values and character traits are emphasized during this time that support all student in life skills and transitions. As the school continues to grow to scale to include an 8th grade, supports will be provided to transition to high school including visits to local high school classes. At present the school has a partnership with Legacy High School, a neighbor high school, and four high school students visit our school two times per week to provide support and tutoring to some students in ELA and Math.

4. All CKMS pedagogues engage in more than the minimum 7.5 hours of ELL training and more than 10 hours for special education teachers. The programs we have implemented into our curricula not only help ELLs and students with disabilities, but it builds literacy for all students. Scaffolding, differentiation, and modification techniques are provided at all professional development workshops and meetings. Records are maintained by having weekly agendas available and attendance is taken at all department meetings, staff meetings, and professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. CKMS has a very active parent involvement. Our newly appointed Parent Teacher Association meets biweekly. We also offer monthly workshops on a variety of topics such as Common Core Learning Standards, DataCation/Skedula/PupilPath - our online grading system that teachers, students and families have access to, Connected Math Curriculum, and emotional support for middle schoolers. All these opportunities for parent involvement allow for parents of ELLs and parents of non-ELLs to foster relationships. We reach out to all parents consistently and send out a monthly newsletter to communicate information. In addition the school maintains a website in addition to the DOE portal that provides up to date information about the school. The math teacher, Ms. de la Cruz, is bilingual in English and Spanish and is available at school events, meetings and celebrations to translate. Full translation is available in all languages at all school events through the translation unit, and at parent teacher conferences, which are conducted as student led conferences. The PTA plans activities to involve parents in fundraising, events and celebrations that encourage families to participate in the school community.
 2. Our school is partnered with several Community Based Organizations including the Museum of Modern Art that provides a family pass to visit the museum to all our students and families. The YMCA offers a Healthy Kids Card to our student who have applied, so that they may visit the YMCA and take advantage of the facilities and Teen Center and the workshops offered there. The YMCA supports parents with questions and logistics. The Educational Video Center also works with our students to create documentary videos in content areas and in our Exchange Team Program that will be screened for parents at celebrations several times during the school year. Our Principal and Social Worker assist with any questions ELL parents may have.
 3. CKMS embraces parental involvement. To evaluate the needs of parents, a survey was provided to parents during the Pot Luck event before school started to find out when convenient meeting times are, what parents are interested in learning more about, what parents could offer the school in term of expertise and interest, among other things. Those parents not attending the Pot Luck were provided with the survey at the start of the school year. We invite parents to visit classrooms. They are able to chaperone when we take trips. The newly formed PTA has become very active and is open to suggestions. A PTA mailbox is found in the main office. The school plans to poll parents in a school based version of the Learning Environment Survey to further understand parent needs.
 4. Our available activities address the needs of the parents by allowing for more parent involvement based on information obtained from a parent survey completed at the start of school. Parents are allowed to share their opinions and communicate them through the extra activities. All PTA meetings flyers are sent home in English and Spanish. There's a translator for Spanish on site available for any meetings. If requested, translators for other languages will be obtained through the translation unit. The Principal is always available for parents during and after the school day. Workshops have already been provided based on information obtained from the school's parent survey including Common Core Learning Standards, how parents can support homework, building self esteem, preparing for standardized testing, reading with your child, among others. The school will continue to monitor parental request and provide workshops and support as needed.

E. Additional Information

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

As stated before, City Knoll Middle School is a newly opened school as of September 2014. Our instructional approach includes an arts embedded, interdisciplinary structure with a focus on public speaking and presentation. We are striving for the best ELL program possible and hope to improve and grow in the years to come.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Armas	Principal		10/31/14
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Julia Taegel	ESL Teacher		10/31/14
Marina Mihajlova	Parent		10/31/14
Angela DelaCruz	Teacher/Subject Area		10/31/14
Jeroo Daly	Teacher/Subject Area		10/31/14
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Sarah Ballin	Other <u>Social Worker</u>		10/31/14
Karen Myrie	Other <u>Special Education</u>		10/31/14
Allison Mandel	Other <u>Speech Provider</u>		10/31/14
	Other _____		1/1/01