

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M933**

**School Name:**

**CITY KNOLL MIDDLE SCHOOL**

**Principal:**

**VICTORIA ARMAS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: City Knoll Middle School School Number (DBN): 02M933  
Grades Served: 6-8 (6<sup>th</sup> & 7<sup>th</sup> grade only in 2015-16)  
School Address: 425 W. 33<sup>rd</sup> Street, New York, NY 10001  
Phone Number: 212-695-9115 Fax: 212-695-9615  
School Contact Person: Victoria Armas Email Address: varmas2@schools.nyc.gov  
Principal: Victoria Armas  
UFT Chapter Leader: Karen Myrie  
Parents' Association President: Stacy Roger-Gorden  
SLT Chairperson: Victoria Armas  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): None  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> floor, New York, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

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

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

### Directions:

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

| Name                | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|---------------------|---|-------------------------|
| Victoria Armas      | *Principal or Designee  |                         |
| Karen Myrie         | *UFT Chapter Leader or Designee   |                         |
| Stacy Roger-Gorden  | *PA/PTA President or Designated Co-President  |                         |
|                     | DC 37 Representative (staff), if applicable   |                         |
|                     | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                     | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                     | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                     | CBO Representative, if applicable   |                         |
| JulieTaegel         | Member/ Teacher - UFT member  |                         |
| Chrissy Collins     | Member/ Parent  |                         |
| Susan Treacy Mannix | Member/ Parent  |                         |
| Matt Licari         | Member/ Teacher - UFT member  |                         |
| Victoria Nardelli   | Member/ Teacher - UFT member  |                         |
| Nancy Diaz          | Member/Parent   |                         |

| Name          | Position and Constituent Group Represented | Signature<br>(Blue Ink) |
|---------------|--|-------------------------|
| Judith Dahill | Member/Parent                              |                         |
|               | Member/                                    |                         |

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

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

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **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 opened its doors in September 2014 with a sixth grade and has grown to include a sixth and seventh grade this year with three classes in a grade. The school will grow to full capacity by the fall of 2016.

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, including visual arts and music, and technology the school supports communication through the presentation of knowledge and ideas. Public speaking and performance are strong components of the school's approach that build on students' abilities to manage multiple forms of 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, Manhattan Youth, the YMCA, the Carnegie Hall Count Me In Choral program, the DOE Middle School Quality Initiative (MSQI), the Morgan Library Book Arts project, and Urban Advantage.

One essential aspect of the school is the Exchange Structure that is unique to the school 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. Special Education students represent approximately 25% of the school population. There are two Integrated co-teaching classes on the seventh grade and one class on the sixth grade. Teachers collaborate in a variety of configurations to develop supports to meet the needs of students. MSQI supports the school to address struggling readers, found primarily on the sixth grade level.

3. As a new school, CKMS has grown in all aspects of the Framework for Great Schools. Rigorous instruction and collaborative teachers have allowed students and staff to expand their potential and build capacity. The development of interdisciplinary curriculum with the support of NYC Outward Bound has strengthened teacher capacity to create and implement Common Core aligned curriculum. The key areas of instructional focus for this year include assessment 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, supporting the well-being of students and staff through mindfulness and wellness initiatives, thus fostering a supportive environment and strong family-community ties. Student Led Conferences are conducted in the Fall and Spring with nearly 100% participation rates.

## 02M933 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |     |
|---|----------|---|-----|---|-----|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 79  | SIG Recipient                                 | N/A |
| Types and Number of English Language Learner Classes (2014-15)  |          |   |     |   |     |
| # Transitional Bilingual  | N/A      | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15)         |          |   |     |   |     |
| # Special Classes   | N/A      | # SETSS   | N/A | # Integrated Collaborative Teaching           | 8   |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |     |
| # Visual Arts   | 3        | # Music   | N/A | # Drama                                       | N/A |
| # Foreign Language  | N/A      | # Dance   | N/A | # CTE   | N/A |
| School Composition (2013-14)                                    |          |   |     |   |     |
| % Title I Population  | 60.5%    | % Attendance Rate                               |     | N/A   |     |
| % Free Lunch  | N/A      | % Reduced Lunch                                 |     | N/A   |     |
| % Limited English Proficient                                    | N/A      | % Students with Disabilities                    |     | N/A   |     |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |     |
| % American Indian or Alaska Native                              | N/A      | % Black or African American                     |     | N/A   |     |
| % Hispanic or Latino  | N/A      | % Asian or Native Hawaiian/Pacific Islander     |     | N/A   |     |
| % White   | N/A      | % Multi-Racial                                  |     | N/A   |     |
| Personnel (2014-15)   |          |   |     |   |     |
| Years Principal Assigned to School (2014-15)                    | 0.34     | # of Assistant Principals (2014-15)             |     | N/A   |     |
| # of Deans (2014-15)  | N/A      | # of Counselors/Social Workers (2014-15)        |     | 1   |     |
| Personnel (2013-14)   |          |   |     |   |     |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A      | % Teaching Out of Certification (2013-14)       |     | N/A   |     |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | N/A      | Average Teacher Absences (2013-14)              |     | N/A   |     |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | N/A   |     |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     | N/A   |     |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | N/A   |     |
| Credit Accumulation High Schools Only (2013-14)                 |          |   |     |   |     |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     | N/A   |     |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     | N/A   |     |
| 6 Year Graduation Rate  | N/A      |   |     |   |     |
| Overall NYSED Accountability Status (2014-15)                   |          |   |     |   |     |
| Reward  |          | Recognition                                     |     |   |     |
| In Good Standing  |          | Local Assistance Plan                           |     |   |     |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |     |
| Priority School   |          |   |     |   |     |
| <b>Accountability Status – Elementary and Middle Schools</b>    |          |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |     |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |     |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A      | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | N/A      |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |     |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |     |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A      | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | N/A      |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |          |   |     |   |     |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |     |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A      | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | N/A      |   |     |   |     |
| <b>Accountability Status – High Schools</b>                     |          |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |     |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |     |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A      | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | N/A      |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |     |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |     |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A      | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | N/A      |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |     |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |     |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A      | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | N/A      |   |     |   |     |

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

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

### Part 1 – Needs Assessment

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

Of the approximately 146 total students in sixth and seventh grade who took the New York State English language arts (ELA) and mathematics exams in Spring 2015, 27% scored a level 1 on the 2014-2015 NYS ELA, 43% scored at a level 2, 19% scored at a level 3, and 11% scored a level 4. In math, 25% of students scored at a level 1, 51% scored at a level 2, 12% scored at a level 3 and 12% scored at a level 4. As noted from the NYS test data, the majority of our students are scoring at level 2 in both ELA and math.

#### **School strengths**

- Attention to student’s individual needs and interests through Exchange Structure (Exchange Support, Exchange Team, and Exchange Ideas). Data sources include Spring 2015 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 include writing, and assessment with attention to targeted feedback to students, ongoing checks for understanding, formative and summative assessments, which supports learning at high levels according to standards. Data sources include Advance teacher evaluations, and teacher unit & lesson planning.

#### **School Needs**

The school continues to develop strategies, approaches and curriculum to support improved student proficiency rates, particularly in 6th grade ELA, and 7th grade math.

CKMS continues to develop multiple entry points in lessons to address the needs of a diversity of learners in all content areas.

### Part 2 – Annual Goal

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

By June 2016, 80% of students (including Students with Disabilities-SWDs, and English language learners-ELLs) will increase in proficiency rating as measured by the MOSL baseline assessments in English Language Arts and Math assessments as compared to the MOSL year end assessments in English Language Arts and Math.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>CKMS implements NYC Core Curriculum materials including Expeditionary Learning in ELA, Engage NY materials and Connected Math Program (CMP3) in Math and Common Core Learning Standards aligned teacher created interdisciplinary units of study.</p>   | <p>All students including SWDs and ELLs</p>             | <p>Sept 2015 through June 2016</p>                         | <p>All teachers, data specialist, principal and para-professionals</p>                                    |
| <p>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 &amp; 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.</p>   | <p>All students including SWDs and ELLs</p>             | <p>October 2015 through June 2016</p>                      | <p>All teachers including SETSS and ESL, social worker, data specialist</p>                               |
| <p>Professional Development is conducted on an ongoing weekly basis and is adjusted according to a data analysis of student and teacher needs. A PD Committee comprised of teachers support the development of the yearly PD plan and teachers themselves conduct workshops, developing leadership capacity and community.</p>   | <p>All teachers</p>                                     | <p>Sept 2015 through June 2016</p>                         | <p>All teachers, social worker and principal</p>  |
| <p>Parent workshops are conducted monthly on topics such as Common Core, supporting homework, building confidence, NYC as classroom, etc.</p>  | <p>Parents</p>  | <p>October 2015 through June 2016</p>                      | <p>Social Worker, teachers and principal</p>  |

**Part 4 – Budget and Resource Alignment**

|  |                 |  |                    |  |                   |  |                         |                          |  |                             |
|--|-----------------|--|--------------------|--|-------------------|--|-------------------------|--------------------------|--|-----------------------------|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |                 |  |                    |  |                   |  |                         |                          |  |                             |
| <p>Teachers, NYC Core Curriculum, trade books, computer software including IXL and Performance Series, after-school per session</p>  |                 |  |                    |  |                   |  |                         |                          |  |                             |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |                 |  |                    |  |                   |  |                         |                          |  |                             |
| <p>X</p>   | <p>Tax Levy</p> |  | <p>Title I SWP</p> |  | <p>Title I TA</p> |  | <p>Title II, Part A</p> | <p>Title III, Part A</p> |  | <p>Title III, Immigrant</p> |

|  |     |  |                                |  |         |  |            |  |         |  |       |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
|  | C4E |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF |  | PTA Funded |  | In Kind |  | Other |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|

**Part 5 – Progress Monitoring**

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

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

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

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

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

### Part 1 – Needs Assessment

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

CKMS is working to build a safe and positive environment that is inclusive to all learners and all cultures. Through our core values and character traits we are striving to teach students to take an active role in their own learning. The Exchange Program (Exchange Team, Exchange Ideas, Exchange Support) provides a holistic approach to support students academically and social-emotionally. Relevant adolescent topics are addressed in Exchange Team including bullying, safety, goal setting, etc. 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 2015-2016 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 of 2016. The NYC Learning Environment Survey results also inform our goals.

### Part 2 – Annual Goal

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

By June 2016, 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 as measured by the CKMS Survey.

### Part 3 – Action Plan

|  |   |  |   |
|--|---|--|---|
| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
| Exchange Structure including Exchange Team (advisory), Exchange Support (interventions and enrichment), Exchange Ideas (enrichment)  | All students  | Sept 2015 - June 2016                                      | 11 Exchange team groups with at least one leader in each group.   |
| Mindful Breathing in MindUp curriculum   | All students  | Sept 2015 - June 2016                                      | 11 Exchange team groups with at least one leader in each group.   |
| Student work analysis during teacher team sessions and professional development  | Teachers  | Sept 2015 - June 2016                                      | Teachers and principal  |
| Periodic Celebrations and Recognition of Perfect Attendance and a Student of the Month from each content area  | All school constituents                                 | Oct 2015 - June 2016                                       | All school constituents   |
| Student Led Conferences are conducted two times per year where strengths and challenges are articulated by students to families so that parents and guardians can understand how they can further support their children at home.  | Teachers, Students and families                         | November 2015, March, 2016                                 | Principal, Teachers, Students   |

**Part 4 – Budget and Resource Alignment**

|  |          |  |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <p>Time for Exchange Structure, Teacher Team sessions, time for planning and implementing celebrations, workshops, and CKMS Learning Environment Survey</p>  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X  | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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

An internally developed survey will be provided to multiple stakeholders in February 2016.

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

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

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

### **Part 1 – Needs Assessment**

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

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**

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

By June 2016, 100% of 7<sup>th</sup> grade 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**

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b>         | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b>  |
|--|--|---|---|
| Team meetings weekly and whole-school collaborative meetings bi-monthly for planning and progress check-ins.   | Teachers and principal                                   | Oct 2015 - June 2016                                | Unit I: 7 <sup>th</sup> grade ELA & SS w/NYC Outward Bound Support, principal<br><br>Unit II:<br><br>7 <sup>th</sup> grade Math & Science w/NYC Outward Bound Support |
| PD for staff on co-planning strategies and Expeditionary Learning protocols.   | Teachers and principal                                   | Aug 2015 - June 2016                                | Principal & NYC Outward Bound School Designer   |
| Weekly Content/Special Education co-planning time built into the schedule to assess the needs of different learners and differentiation as needed.   | Teachers   | Sept 2015 - June 2016                               | 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 planning process.   | All teachers, principal and NYC Outward Bound consultant | Dec 2015 - June 2016                                | All teachers  |

#### **Part 4 – Budget and Resource Alignment**

|  |          |  |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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 |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X  | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

#### **Part 5 – Progress Monitoring**

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

After the development of each interdisciplinary unit, 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 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

**See instructional findings in section 5A.**

#### **CKMS Strengths**

- The Principal monitors Exchange Team activities in collaboration with the Social Worker and 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 2014, and 98% attending March 2015 SLCs.

### **Part 2 – Annual Goal**

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

Develop student capacity to conduct and further enhance 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**

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Professional Learning to support the implementation of Student Led Conferences.  | Exchange Team Adult Leaders                      | October 2015 - April 2016                           | Principal  |
| The development of materials including, professional learning, a timeline, student agenda and script, reflections, and rubric to support students and Exchange Team Adult Leaders to effectively implement SLCs.   | Exchange Team Adult Leaders, students            | October 2015 - April 2016                           | Principal, Exchange Team Adult Leaders   |
| Time during Exchange Team to prepare students by supporting the identification of areas of strength and challenge with evidence of student work and rehearse for the SLC.  | Exchange Team Adult Leaders and students         | October 2015 - April 2016                           | 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 2015 - March 2016                          | Principal, Exchange Team Adult Leaders   |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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

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 checked on after the March SLC for attainment. Revisit SMART goal and adjust according to report card and progress report data.

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

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

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

### Part 1 – Needs Assessment

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

As City Knoll Middle School opened its doors for the first time in September 2014, baseline assessment information is limited. The school values support from community based organizations and has established key partnerships that support academic and social-emotional growth of students, including the Museum of Modern Art, NYC Outward Bound, Urban Advantage, Middle School Quality Initiative, the Morgan Library Book Arts Project and Carnegie Hall Count Me In Choral Program. 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. The school would like to provide more opportunities for parents to understand what the expectations of the Common Core are and how the school supports their child to reach a better home/school connection in order to further student achievement.

### Part 2 – Annual Goal

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

By June 2015, CKMS will conduct two learning walks focused on instructional practices and informed by our CEP goals, that include parents and teachers, that are planned in conjunction with the School Leadership Team (SLT) and Parent Teacher Association (PTA), the findings of which are shared with the school community to celebrate best practices and inform next steps toward identified areas of improvement.

### Part 3 – Action Plan

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|---|--|---|--|
| Increase communication regarding learning walks through website, flyers, letters, and emails.   | All families                                     | Oct - June  | Principal, Community Assistant, Social Worker, SLT & PTA Executive Board                           |
| Conduct learning walks with families and teachers in November 2015, and February/March 2016.  | All families                                     | Oct - June  | Principal, Community Assistant, Social Worker, SLT & PTA Executive Board                           |
| In order to build trust, the school will develop and use learning walk data collection tools and post walk debriefs to gather important feedback from families and participants on school wide initiatives and instructional practices.   | All families                                     | Oct - June  | Principal, Community Assistant, Social Worker, SLT & PTA Executive Board                           |
|   |  |   |  |

#### **Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |  |                                |  |            |  |                  |  |                   |  |                      |
| SLT planning time, teacher release time for debriefs and discussion, materials and time for communication   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

#### **Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016, the school will have carried out 1 of 2 learning walks and create plans for the final walk of the school year.  |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>   | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|--|--|--|
| <b>English Language Arts (ELA)</b>  | NYS ELA Standardized test scores, Performance Series data  | guided reading through Exchange Support program, targeted skill development, specific support provided during after-school program | small group, one-to-one, tutoring, clubs, office hours                               | during the school day, and after school  |
| <b>Mathematics</b>  | 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, office hours                               | during the school day, and after school  |
| <b>Science</b>  | NYS ELA & Math Standardized test scores, Performance Series data in ELA & Math, NYC Performance Task in Science (MOSL)           | targeted skill development during Exchange Support program, specific support provided during after-school program                  | small group, tutoring, office hours  | during the school day, and after school  |
| <b>Social Studies</b>   | NYS ELA & Math Standardized test scores, Performance Series data in ELA & Math, NYC Performance Task in Social Studies (MOSL)    | targeted skill development during Exchange Support program, specific support provided during after-school program                  | small group, tutoring, clubs, office hours   | during the school day, and after school  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | 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:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

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

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  |   |   |                                  |
| Title II, Part A       | Federal  |   |   |                                  |
| Title III, Part A      | Federal  |   |   |                                  |
| Title III, Immigrant   | Federal  |   |   |                                  |
| Tax Levy (FSF)         | Local  |   |   |                                  |

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

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

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

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

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

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

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

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

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

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

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

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

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

---

**Parent Involvement Policy (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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

**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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

|   |                          |                          |
|---|--------------------------|--------------------------|
| District <b>2</b>                           | Borough <b>Manhattan</b> | School Number <b>933</b> |
| School Name <b>City Knoll Middle School</b> |                          |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Victoria Armas</b>                                       | Assistant Principal <b>n/a</b>                                 |
| Coach <b>n/a</b>  | Coach <b>n/a</b>   |
| ENL (English as a New Language)/Bilingual Teacher <b>Julia Taegel</b> | School Counselor <b>Sarah Ballin, Social Worker</b>            |
| Teacher/Subject Area <b>Karen Myrie/SPED</b>                          | Parent <b>Felipe Ramos</b>                                     |
| Teacher/Subject Area <b>Angela de la Cruz/Mathematics</b>             | Parent Coordinator <b>n/a</b>                                  |
| Related-Service Provider <b>Amy Fink/Speech</b>                       | Borough Field Support Center Staff Member <b>Paula Waldron</b> |
| Superintendent <b>Bonnie Laboy</b>                                    | Other (Name and Title)   |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |     |                      |    |   |       |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | 150 | Total number of ELLs | 11 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

| Bilingual Program Breakdown             |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |   |   |   |
|-----------------------------|----|---|---|---|---|
| <b>All ELLs</b>             | 16 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 9 | <b>ELL Students with Disabilities</b>                     | 3 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 5 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 2 |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 9                                       |      |     | 5   |      | 2   | 2  |      | 1   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section is for Dual Language Programs Only**

|   |   |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 2       | 1       |         |         | 0     |
| 7       |         |         |         |         | 0     |
| 8       |         |         |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

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

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

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

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

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At City Knoll Middle School we used data from NYSESLAT and the previous year state tests in ELA and mathematics. Additionally, we administer the Performance Series for ELA and mathematics, as part of Measures of Student Learning (MOSL). Twelve ELLs have previously attended school in New York City. Our three 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 reading and writing, so supports to further writing skills are collaboratively developed by the ESL and content area teachers. The data also indicates that two of our fifteen 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)
- What is revealed by the data patterns across performance 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 Expanding or Commanding (Advanced and Proficient) levels. 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 does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the AMAO data and tool to identify students who are at varying degrees of "at risk" in ELA, mathematics, or English Language development. We will use the goals as set by the tool and make strides to meet them. At this point CKMS is only in its second year of existence, so we have no comparable annual data. However, the tool does use comparable state data from previous years. As far as our ELLs, using the AMAO tool, we have 5 students in the expanding level who have been identified as level 2 at-risk for receiving a 1 or a 2 the past two years on the ELA state test. All of them also were within 2-3 questions of passing the NYSESLAT. We use this data for planning interventions such as small group instruction within ELA and designing a class that Ms. Taegel will teach beginning in January that focuses on writing and test prep for ELA.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. There is an even distribution across proficiencies across 6<sup>th</sup> and 7<sup>th</sup> 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 7<sup>th</sup> grade math teacher speak Spanish as well.

b. All school leadership and teachers at CKMS are using the results of the Spring 2015 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 be administering the ELL Periodic Assessment in January to assess our ELLs language acquisition progress. 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 classes for content, 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 during ESL push-in periods.

6. How do you make sure that a student's new 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. Since we have ELLs at various levels, each require a differentiated support so as to continue to progress. The ESL teacher works with the content area teachers to strategize and provide differentiated supports such as leveled scaffolds. For example, Emerging ELLs work on academic vocabulary acquisition while students at the Transitioning level may work to form complex sentences using academic vocabulary. The ELL teacher also plans with the content teachers to determine the linguistic demands of content objectives and tasks. Based on her recommendations, the content teacher creates appropriate formative assessments to determine if ELLs are ready to move on to the next level.

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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
CKMS is in its second year of existence. As we continue to grow, we will use the NYSESLAT data to evaluate the success of the programs for ELLs. Once we become a full fledged 6-8 middle school with more data, we will be better able to evaluate the programs.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
At 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 - Julie Taegel or Angela de la Cruz, 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. If the parent requires translation services other than Spanish, the staff uses the NYCDOE language line for assistance. 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, Julie Taegel, 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 of registration.  
  
If a new, Spanish speaking student, enrolls at CKMS, the school has several options for administrators- Victoria Armas, Angela de la Cruz, or Justine Bigio are able to administer this test.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
When the HLIS is given to parents and students, the ENL teacher also inquires about years of schooling in a SIFE questionnaire. With cooperation from the content area teachers, the ENL teacher collects classroom data and monitors classroom data to see if the student has any instructional gaps. If the school has a student who enrolls that it identifies as an ELL based on the HLIS, we will administer the NYSITELL. If the student is at the Entering or Emerging level, and the student records indicate inconsistent education we will administer the oral interview questionnaire found on the NYC Intranet. If the student's home language is Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we will also administer the Literacy Evaluation for Newcomer Sife (LENS). We will administer the LENS within 30 days of the student enrollment, however, if we need to change the status, we will be able to do so up to one year.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Any student entering with an IEP to NYC is brought to the attention of the LPT team which includes Ms. Taegel, Victoria Armas, Amy Fink and Karen Myrie. The team then analyzes the HLIS and the IEP to determine if the NYSITELL should be administered to the student based on the requirements in the IEP. If the team determines it is necessary, Ms. Taegel administers the NYSITELL. Based on the results, the parents are then notified of entitlement services for the student. If the student is a Spanish speaker, Mrs. Armas or Ms. de la Cruz will be in attendance for interpretation. If the parents speak a language other than Spanish, CKMS will use the services of the Office of Translation and Interpretation Services.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once NYSITELL is scanned and score is determined, the ELL coordinator provides the student with parent notification letters. These letters are obtained from the NYC Intranet. The letters are provided to the parents in their preferred language as indicated by the Blue Card. Students then return the signed entitlement letters to the ELL coordinator which are kept on file for the school year in the ENL compliance binder and placed in the student's cumulative folder.

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

Once entitlement letters are sent to parents in their preferred language, they come to the school to learn about the ELL programs offered in New York City. During that time, the ENL teacher informs the parents that they have 45 days to appeal the ELL status of their child.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

For the 2015-2016 school year, City Knoll Middle School had three 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. 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, Chinese, and Arabic. The native languages spoken by the parents are Spanish, Arabic, and Chinese. After the videos were screened and questions addressed, parents completed the Parent Survey and Program Selection Form. All 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 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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, Chinese, 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ELL coordinator makes a note of any Parent Survey and Program Selection forms not returned in a binder in her classroom. Copies of the letters that were given to students are maintained in the binder as well.

9. Describe how your school ensures that placement parent notification letters are distributed.

Students are given placement parent notification letters by the ELL teacher. They are distributed on yellow paper to ensure they stand out. The letters are given to parents in the preferred language as indicated on the HLIS or Blue Card.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

HLIS are maintained in the student's cumulative folder. All returned and signed copies of non-entitlement, continued entitlement, entitlement, and parent program surveys are placed into the student's cumulative folder. A copy of all parent letters are also maintained in the compliance binder by the ENL coordinator. All of the documentation is managed by the ELL Coordinator, Julie Taegel.

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

The 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 2015 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 15 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. Ms. Taegel will also coordinate any necessary make-up sessions should students be absent on testing days.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Ms. Taegel analyzes the Spring 2015 NYSESLAT scores to determine which students are eligible for continuing and transitional services. Based on that information, continued enrollment and transitional support letters are distributed to students on yellow paper. Letters are printed in the preferred language as indicated on the student Blue Card. Students are instructed to have parents sign the letters and return.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

CKMS is only in its second year and has received 5 students that require ELL services new to the NYCDOE. Last year and this year all five new entrants have selected Free Standing English as a New/Second Language. Should parents request other programs, CKMS will follow guidelines as outlined in CR -Part 154 which indicates that when 15 students request a different program, the school will seek the means to make those changes. Until that point, the school will continue to offer Freestanding ENL support and assist families if they wish to seek other programs that the city offers.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

CKMS offers Stand-Alone ENL and Integrated ENL classes. We have five students identified as Entering or Emerging. These five students receive four forty five minute periods of ENL per week. During this time, the Ms. Taegel structures the class in the following way - 1 period a week students develop their social, oral skills, focusing on themes such as school, the doctor, the neighborhood, and simple social interactions. The next three sessions begin with a leveled informational text. She reads the text as they read along. Then, she reads it again, but this time she pauses after each sentence or phrase for students to repeat. This is to build up phonemic awareness, vocabulary, and fluency. In subsequent lessons, Ms. Taegel structures activities that focus on vocabulary development, simple grammatical structures, and comprehension questions based on the text. She integrates all four language modalities during the week that are based on this one academic text. The academic texts are chosen based on lexile levels. When Ms. Taegel goes into classrooms to support ELLs in content classrooms, she begins by conferencing with content teachers virtually or in person in order to review the objective and its corresponding linguistic commands. She will usually work with a small group - either just the emerging students or a mix of the emerging and transitioning students as content instruction occurs. Whenever possible she has scaffolded texts or graphic organizers to assist students. She will use images, sentence starters, or other appropriate scaffolds to complement content learning in the classroom. Since Ms. Taegel is also the sixth grade mathematics teacher, she provides ENL support for sixth graders in there as well. She provides vocabulary graphic organizers for students, models sentence starters, and uses the students' home language if appropriate. Anytime there are word problems, Ms. Taegel will use strategies such as highlighting key words, providing images, or scaling superfluous language. She also employs several Marzano strategies for academic language acquisition. Finally, she has set up language buddies for sixth and seventh grade ELLs.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering 7<sup>th</sup> grade students receive four periods of stand-alone English instruction and four periods of integrated English during content periods on a weekly basis. Expanding and Commanding 7<sup>th</sup> grade students receive integrated support during the four periods of push-in support per week in all content areas. Entering 6<sup>th</sup> grade students receive four periods of stand-alone English per week and 6 45 minute periods of integrate mathematics delivered by Ms. Taegel per week. Expanding and Commanding 6<sup>th</sup> grade students receive 6 45-minute periods of integrated mathematics delivered by Ms. Taegel. In January, all ELLs will be assessed and , if deemed necessary, will receive one stand-alone ENL/ESL period a week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered in English. Ms. Taegel collaborates with content area teachers to provide instructional supports such as cooperative learning groups, language buddies, graphic organizers, and language acquisition strategies. She also finds supplemental materials to integrate in the free-standing English class to support language and content. Some of the materials used are academic picture dictionaries, iPads with translation applications, science and mathematics textbooks are also available in Spanish. A series of professional development sessions are planned to support content teachers with ELLs in the classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Any new Spanish speaking students receive the Spanish LAB assessment to assess their literacy in their home language.
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. The assessments given by Ms. Taegel are administered once per quarter. 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 three 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 each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - 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 three newcomer students who have 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Currently, CKMS does not have any students re-identified as ELLs. However, if one were to come, and Ms. Taegel determines that the student requires ELL services, the parents would be invited in with the student to explain the services the child will receive as well as set language and academic goals for the year. Ms. Taegel will also meet with the content teachers to receive any baseline data collected and continue to monitor student progress. Ms. Taegel will review student data such as MOSLs (Performance Tasks twice a year and Performance Series three times a year) as well as other in-class assessments from content area teacher each quarter. A team of content area teachers, Ms. Taegel and the ELL will review student goals and determineto ensure the re-identification process has not adversely affected the student.

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

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 curriculain 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.

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

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 2015-16 school year, 3 out of the 15 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.

Chart

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

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

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

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



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

Chart

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

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

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

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

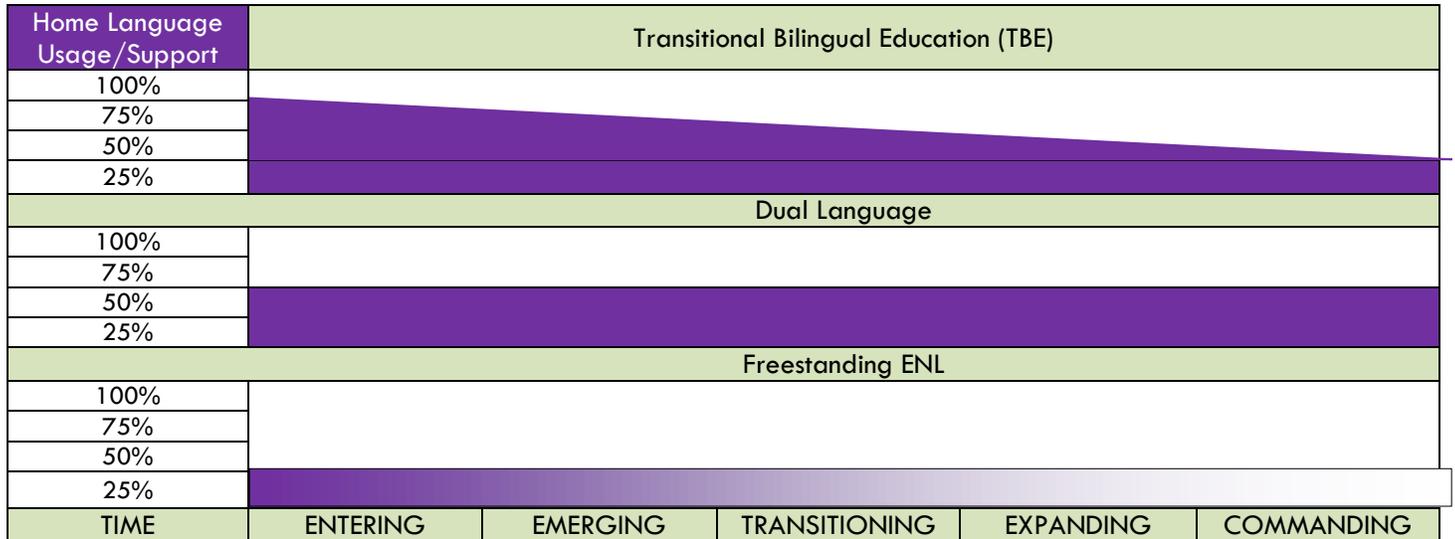


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention for ELA, social studies, math and science occurs during a self-contained 45 minute intervention block that meets four times a week, which is targeted toward Entering and Emerging ELLs. In addition, the special educator Ms. Karen Myrie meets with two ELL SWDs for SETTS and Ms. Fink provides speech support for another ELL. Ms. Myrie also co-teaches in an ICT setting for social studies, ELA, and science in a class with three of our ELL students. Ms. Taegel and Ms. Fass provide push-in support four times per week in seventh grade for targeted interventions. 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.
11. 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 second 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.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year of 2016-17, 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 an 8th grade. We plan on adding a foreign language class which all 8th graders will be required to take. Based on data collected from students and families, that language will be Spanish. 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.
13. What programs/services for ELLs will be discontinued and why?

At this time, there are no programs or services that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs 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. CKMS has an after school program that is run by Manhattan Youth. Students enrolled in after-school program are given a meal and have the option to participate in one or two sessions. After school, students can take such classes as fencing, coding, guitar, soccer, track, basketball, fashion, and more. Additionally, Monday-Thursday the program offers a Study Lab during both sessions, so students are able to complete homework with assistance from teachers. During the mandated, individual, annual parent/student meetings Ms. Taegel holds to review progress and set goals, she also informs the families of the school programs offered to ELLs. If necessary, Ms. Taegel uses the interpretation services of the Office of Translation and Interpretation. Usually ELLs participate in study lab, of which one day Ms. Taegel supports. They also enjoy the after school sports offering, especially soccer.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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 and 28 iPads. 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.

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

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.

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

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

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. 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 Manhattan Youth.

19. What language electives are offered to ELLs?

Being in our second year, we do not offer language electives at this time. When we grow to a full 6-8 school, we will begin offering other languages as decided collaboratively by the school community.

20. For schools with dual language programs:

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

n/a

## B. Professional Development and Support for School Staff

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

The 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 (currently CKMS does not have a guidance counselor) provides ongoing workshops throughout the school year to support students' social-emotional development and well-being. The secretary 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. The social worker (CKMS currently does not have a guidance counselor), Ms. Ballin works organizes the Mind Up curriculum and works with Ms. Taegel to scaffold any lessons and provide support strategies for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Ms. Taegel, the ESL teacher, gives monthly professional development to staff on Monday afternoons as required in the UFT contract. 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. Ms. Taegel is also a member of the Professional Development Team. The professional development schedule is agreed upon by the committee and the calendar is maintained on the school's shared Google Drive. Additionally any resources shared and presented to staff by Ms. Taegel are also located on the drive. Attendance is taken at all professional development meetings and is stored in the main office.

### C. Parental Involvement

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

Ms. Taegel performs outreach with parents of ELLs and uses the NYC DOE language line as necessary. During the first quarter, she schedules a meeting with all parents of ELLs and ELLs to review NYSESLAT and NYSITELL results, and set personal goals for students. She has parents sign off on all goals the students set. During the meetings the principal, Mrs. Armas, or the 7<sup>th</sup> grade math teacher, Ms. de la Cruz, make themselves available for Spanish translation. If other translation services are needed, the NYC DOE language line is utilized.

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

Ms. Taegel maintains a document on the shared Google Drive that contains any parental interactions. On this log, she notes the date, form of communication, the summary of communication and any next steps.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. CKMS has a very active parent involvement. Our 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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. CKMS also partners with Manhattan Youth for a comprehensive after school program that offers a variety of services to students such as sports, music, arts, and technology clubs. Parents are welcome to attend games or any other events provided by Manhattan Youth. Our Principal and Social Worker assist with any questions ELL parents may have.

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

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. Any official correspondence to parents is offered in English and Spanish. Currently parents have not indicated any additional languages they prefer for this type of communication. Should we receive a parent with a different language preference, we would reach out to the Office of Translation and Interpretation Services.

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

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.

#### **D. Additional Information**

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

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: **City Knoll Middle School**

School DBN: **02M933**

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

| Name (PRINT)      | Title  | Signature | Date (mm/dd/yy) |
|-------------------|--|-----------|-----------------|
| Victoria Armas    | Principal  |           | 10/30/15        |
| n/a               | Assistant Principal  |           |                 |
| n/a               | Parent Coordinator   |           |                 |
| Julia Taegel      | ENL/Bilingual Teacher  |           | 10/30/15        |
| Felipe Ramos      | Parent   |           | 10/30/15        |
| Angela de la Cruz | Teacher/Subject Area   |           | 10/30/15        |
| Karen Myrie       | Teacher/Subject Area   |           | 10/30/15        |
| n/a               | Coach  |           |                 |
| n/a               | Coach  |           |                 |
| Sarah Ballin      | School Counselor   |           | 10/30/15        |
| Bonnie Laboy      | Superintendent   |           | 10/30/15        |
| Paula Waldron     | Borough Field Support<br>Center Staff Member<br><u>Manhattan</u> |           | 10/30/15        |
| Amy Fink          | Other <u>Speech Provider</u>                                     |           | 10/30/15        |
|                   | Other _____  |           |                 |
|                   | Other _____  |           |                 |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **02M933** School Name: **City Knoll Middle School**  
Superintendent: **Bonnie Laboy**

### Before you begin, please check the following:

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

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

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

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

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

City Knoll Middle School uses Emergency Contact Cards to determine the language preferences of the parent community for both written and oral communication. Information to this end is also taken from the Home language survey, and ATS.

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

The languages we have identified include English, Spanish, Arabic, Chinese. A report is created and updated regularly with the languages that parents speak, by class and grade.

### Part B: Creating a Communications Calendar

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

Newsletters are provided on the first of each month, parent-teacher conference announcements are provided multiple times around the 3 parent teacher conference dates (PTCs in November, March and May), after-school program information is provided on an ongoing basis throughout the school year as new offerings are provided, NYS testing information is provided in the spring, communications from the school are provided on a weekly basis. The school utilizes in house translators for Spanish speakers and reaches out to the translation unit for Chinese and Arabic families. A calendar of events is distributed with the monthly newsletter, so that families are aware of upcoming activities. All school holidays are printed in the Student and Family handbook which is distributed on the first day of school and acknowledged with a signature by student and guardians. The handbook is also available on the school's website.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent conferences as requested on an ongoing basis. Student led conferences twice per year in November and March. Curriculum Night is conducted in September. Workshops for parents are provided throughout the school year on a monthly basis. Social worker call families regarding absences and attendance on a daily basis. Advisory teachers (Exchange Team Adult Leaders) call families on a monthly basis. PTA meetings are held monthly. Family events are held throughout the school year IEP meetings.

## **Part C: Providing Language Assistance Services**

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

City Knoll Middle School has personnel on staff to translate in Spanish. A teacher is paid per session to translate documents into Spanish. When needed, the Translation and Interpretation Unit is utilized. The school also utilizes translated templates provided by the NYC DOE for school holidays, parent-teacher conferences and other notices ([http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit)).

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

City Knoll Middle school utilizes the Translation and Interpretation Unit for Arabic over the phone. When possible available documents are provided in the languages needed. School staff on-site interpreters are available for translating in Spanish. The school maintains a roster of bilingual staff who can be called upon to interpret.

#### **Part D: Training Staff on Policies and Procedures**

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

The Language Access Coordinator instructs staff regarding the use of translation services and over-the-phone interpretation services for conferences and all communication with families. The language ID Guide is shared. Copies of the T & I brochure are shared and available on the counter in the main office.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

As mentioned, the school utilizes the available translated materials provided by the DOE for families whenever possible. The school takes advantage of the Language and Translation Unit as needed via phone and for written communication. All communication with families is translated into Spanish on-site.

#### **Part F: Monitoring and Quality Control**

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

The school conducts surveys twice yearly with all school constituencies that provides the school with feedback on all aspects of the school community including communication and the availability of interpretation. The PTA also conducts surveys and polls families on how the school can improve - this information is shared with the school. One of the school's core values is communication, so this is an important belief and is fostered.