

2020-2021



COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	32K162
School Name	J.H.S. 162 The Willoughby
Principal	Amanda Lazerson

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

SECTION 1: SCHOOL INFORMATION

SECTION 2: STAKEHOLDER INVOLVEMENT SIGNATURE PAGE

SECTION 3: CONTINUOUS IMPROVEMENT PLANNING

SECTION 1: SCHOOL INFORMATION

School Information

SCHOOL NAME:	I.S. 162- The Willoughby School
SCHOOL NUMBER (DBN):	32K162
BEDS CODE:	333200010162
GRADES SERVED:	6-7-8
SCHOOL ADDRESS:	1390 Willoughby Avenue Brooklyn, NY 11237
PHONE NUMBER:	(718) 821-4860
FAX:	
SCHOOL CONTACT PERSON:	Amanda Lazerson
EMAIL ADDRESS:	alazerson@schools.nyc.gov
PRINCIPAL:	Amanda Lazerson
UFT CHAPTER LEADER:	Wanda Baez
PARENTS' ASSOCIATION PRESIDENT:	Angela Persaud
SLT CHAIRPERSON:	Gail Piesco
TITLE I PARENT ADVISORY COUNCIL (PAC) CHAIRPERSON	N/A

District Information

GEOGRAPHICAL DISTRICT:	CSD32
SUPERINTENDENT:	Sheila Gorski
PHONE NUMBER:	(718)574-1100
FAX:	(718)574-1245

Borough/Citywide Office (BCO)

BCO:	Brooklyn North Borough
EXECUTIVE SUPERINTENDENT:	Karen Watts
OFFICE ADDRESS:	131 Livingston Street Room 501 Brooklyn, NY 11201
EMAIL ADDRESS:	Kwatts@schools.nyc.gov
PHONE NUMBER:	718-225-5119
FAX:	718-935-4314

STUDENT REPRESENTATIVE(S)

STUDENT REPRESENTATIVE(S):	N/A
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CBO REPRESENTATIVE(S)

CBO REPRESENTATIVE(S):	
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SECTION 2: STAKEHOLDER INVOLVEMENT SIGNATURE

DBN	32K162
School Name	J.H.S. 162 The Willoughby

School Leadership Team(SLT)/Core Community Engagement Team(CET)

All School Leadership Team (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, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, 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. Go to School Leadership Team Resources page to learn more information. Under Every Student Succeeds Act (ESSA), stakeholder participation must include multiple constituencies who are involved in the development of the CEP such as school leaders, school staff, community organizations, parents/families/guardians and students (middle/high schools). Multiple constituencies participating in the development of the CEP who are not on the SLT sign the section below entitled, Additional Stakeholder Participation on CEP Development to confirm their participation. Stakeholders signing Section 2b are not included in the SLT balance.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student (two student minimum required for middle and high schools), Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- 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.
- 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.
- Schools may modify bylaws to address ESSA requirements for stakeholder engagement for those Level 1 subgroups identified by NYSED accountability measures.

Position	Name
Principal or Designee*	Amanda Lazerson
United Federation of Teachers (UFT) Chapter Leader or Designee*	Wanda Baez
Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*	Angela Persaud
District Council 37 (DC 37) Representative (staff), if applicable	
Title I Parent Advisory Council Chairperson (or alternate)	Norma Otero
Student Representative (Required for middle and high schools)	
Student Representative (Required for middle and high schools)	
CBO Representative, if applicable	
Member/Teacher	Gail Plesco
Member/Teacher	Gillian Davidoff
Member/Assistant Principal	Jessica Mazzaelli
Member/Parent	Genesis Mendoza
Member/Parent	Jessica Ramos
Member/Parent	Alejandra Campos
Member/	
Member/	
Member/	

Position	Name
Position /Staff	Melissa Caballero
Position /CBO	Juan Figueredo
Position / Constituent Group	

SECTION 3: CONTINUOUS IMPROVEMENT PLANNING

Area of Concentration – NYC School Survey

SMART Goal - NYC School Survey

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	63	By June, 2021, the Quality of Student Discussion for All Students will Increase 7%, from 63% to 70%, as measured by the NYC School Survey (Rigorous Instruction).

Progress Monitoring - NYC School Survey

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
Informal school survey	Teacher Positive Response Rate	63% positive responses	70% positive rate	70% positive rate

Action Plan - NYC School Survey

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-11-09	2021-05-04	ILT meets weekly. Creates action plan for professional development for ILF priority 1 and Advanced Literacy Hallmark 2.
2020-09-04	2021-06-04	Departmental teams meet daily during CPO. Teacher work directly addresses how teachers use data to incorporate discussion into their lesson plans. Teachers examine student work to check for effectiveness.
2020-11-04	2021-05-28	Literacy Committee meets twice per month. The literacy committee is responsible for creating and maintaining the literacy vision throughout the school community. Takes new, research based practices into their classrooms, evaluates their effectiveness and then works with teachers in the greater school community to provide support for them in their classrooms.
2020-10-12	2021-05-28	MSQI literacy coach works with targeted teachers to support literacy/discussion practices in the classroom.
2020-12-01	2020-12-10	Teacher and student data survey to use for student tracking purposes.

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-01-11	2021-01-15	ILT surveys staff around discussion practices, using same questions from the NYC school survey from 2019-2020
2021-01-10	2021-03-26	Coaches work with staff on student discourse protocols using Parlay and the virtual platform to aide classroom discussion
2021-03-01	2021-03-08	Conduct professional development sessions on examining and developing DOK level 2 and 3 question prompts
2021-02-25	2021-03-25	Collect and analyze initial data- class and student engagement- written vs. verbal discussions

Area of Concentration – Chronic Absenteeism

SMART Goal - Chronic Absenteeism

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	19.3	By June, 2021, Chronic Absenteeism for All Students will Decrease 5% point(s), from 19.3% to 14.3%, as measured by ATR reports RRSA and RAMO.

Progress Monitoring - Chronic Absenteeism

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
RCUA	Students with more than 9 days absent	19.3%	17%	15%

Action Plan - Chronic Absenteeism

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-09-21	2020-10-30	The attendance team will review the RPYA to conduct early intervention and monitor CA students based on previous year's attendance.
2020-11-02	2020-12-23	The attendance team will review interventions and compare the RAMO, using CA filters, to monitor student progression and either increase or decrease targeted interventions.
2021-01-04	2021-01-29	Using the RPYA report from ATS, the attendance team will compare mid-year attendance from the previous year to identify CA targeted populations.

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-02	2021-03-31	Based on the RRSA, at risk students will be identified and new interventions or continued interventions will be put in place and monitored by the attendance team.
2021-04-01	2021-05-28	The attendance team will continue to monitor student attendance using the RRSA and conducting outreach for students that are not making improvements with their attendance.
2021-05-31	2021-06-25	Using the RAMO report from ATS the attendance team will be able to create a targeted list of students for the 2021-2022 school year to begin interventions. The team will also run the RRSA to monitor the growth from September to end of year attendance rates.

Area of Concentration – Elementary/Middle School ELA

SMART Goal - Elementary/Middle School ELA

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	47	By June, 2021, there will be a 7% point(s) Decrease, from 47% to 40% of the All Students achieving at three or more grade levels below current grade, as measured by iREADY ELA Diagnostic Exam.

Progress Monitoring - Elementary/Middle School ELA

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
iREADY Diagnostic	% students performing three or more grade levels below their current grade	47% of students are performing three or more grade levels below their current grade	45% of students are performing three or more grade levels below their current grade	40% of students are performing three or more grade levels below their current grade

Action Plan - Elementary/Middle School ELA

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-10-01	2020-11-13	Administer the beginning of the year iREADY diagnostic to all students. Teachers will meet in their CPO to disaggregate the data and identify the targeted instruction group performing three or more grade levels below their current grade level standards for each group. Teachers will then create subgroups of ELL students and SWD students as primary focus.
2020-11-16	2020-12-04	During ELA CPO teachers will continuously review the growth monitoring data from iREADY for the targeted instruction groups, identifying areas in need based on diagnostic data. Teachers will develop differentiated instruction through the iREADY platform to assign lessons to the identified subgroups of students.
2020-12-07	2021-01-29	Teachers will administer the midyear iREADY diagnostic exam to all students. Teachers will meet during their CPO to disaggregate the data and examine the growth of the targeted instruction students. Teachers will increase growth monitoring, where necessary, by providing additional assignments in iREADY to the targeted students that demonstrated no growth from the baseline.

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-02-01	2021-03-26	ELA teachers will work during their CPO time to analyze BOY and MOY assessment data, looking for trends among the five levels of placement. Teachers will analyze individual growth, and if necessary, form subgroups based on the comparative data.
2021-03-29	2021-05-07	ELA teachers will meet with SLT and the ILT to discuss results of the EOY iREADY diagnostic exam. Teachers will present growth findings in correlation to the CEP goal of a 7% decrease.
2021-05-10	2021-06-25	Teachers will continue to monitor progress and disaggregate the data from the EOY iREADY Diagnostic Results. Teachers will assess the growth value compared to the anticipated growth value to predetermine AIS strategies for next year's targeted instruction group of students three or more grade levels below the current grade standard.

Area of Concentration – Elementary/Middle School Math

SMART Goal - Elementary/Middle School Math

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students	26	By June, 2021, there will be a 5 Increase, from 26% to 31% of the All Students achieving at Level 3 and Level 4, as measured by NYS Math Exam Results.

Progress Monitoring - Elementary/Middle School Math

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
I-Ready	% of students scoring on or above grade level	26%	28%	31%

Action Plan - Elementary/Middle School Math

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-10-19	2020-10-30	Administer the beginning of the year iREADY diagnostic to all students. Teachers will meet in their CPO to disaggregate the data and identify the targeted instruction group performing three or more grade levels below their current grade level standards for each group. Teachers will then create subgroups of ELL students and SWD students as primary focus.
2020-11-02	2021-01-08	Teacher teams analyze student data to make adjustments to curriculum and lessons
2020-11-02	2021-01-08	Teachers provide targeted small group instruction based on student readiness

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2021-01-11	2021-01-22	Teachers will administer the midyear iREADY diagnostic exam to all students. Teachers will meet during their CPO to disaggregate the data and examine the growth of the targeted instruction students. Teachers will increase growth monitoring, where necessary, by providing additional assignments in iREADY to the targeted students that demonstrated no growth from the baseline.
2020-02-03	2020-03-27	Teachers will work during their CPO time to analyze BOY and MOY assessment data, looking for trends among the five levels of placement. Teachers will analyze individual growth, and if necessary, form subgroups based on the comparative data.
2020-01-06	2020-05-22	Teachers will meet with SLT and the ILT to discuss results of the EOY iREADY diagnostic exam. Teachers will present growth findings in correlation to the CEP goal of a 7% decrease.
2020-05-10	2020-06-25	Teachers will continue to monitor progress and disaggregate the data from the EOY iREADY Diagnostic Results. Teachers will assess the growth value compared to the anticipated growth value to predetermine AIS strategies for next year's targeted instruction group of students three or more grade levels below the current grade standard.

Area of Concentration – Quality Individualized Education Program

SMART Goal - Quality Individualized Education Program

Directions: Indicate at least one 2020-21 SMART goal for this AOC.

Target Population	Baseline	2020-21 SMART Goal
All Students with Disabilities (SWD)	30	By June, 2021, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Annual Goal Progress Monitoring and SDI implementation as indicated on SESIS IEP reports; by 2% Increase , from 30 to 36, as measured by ensuring that all those who work with students with disabilities have the skills and knowledge necessary to help such students meet academic and functional goals through research based instruction that is aligned to their individual needs.

Progress Monitoring - Quality Individualized Education Program

Directions: Good Standing and Recognition schools are required to engage in progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each progress monitoring period to know if it is on track to reach its goal. The targets can be a percentage or a number that reflects expected improvement on the specified measure. Note: If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 10/1 - 11/23	Progress Monitoring Period 2/1-4/23
		Jan/Feb 2020	Due: 11/25/20	Due: 4/30/21
Annual Goals Met Progress	Student will continually make progress toward meeting their annual goals	30	32	36

Action Plan - Quality Individualized Education Program

Action Planning - August to January

Directions: On the chart below, identify the progressive action steps the school will take between August and January, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Area Of Need	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
2020-08-03	2020-09-30	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	AP will run the seat projection report to ensure that all students are assigned a case manager and the teachers review the 408s.
2020-09-02	2021-01-29	Develop appropriately rigorous standards-aligned annual goals	All staff will review training and resources for properly aligning annual goals to student's SDI.
2020-09-14	2021-01-29	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	During pre-iep meetings, all iep team members will discuss student's needs in regards to being provided equitable access to the general education curriculum.
2020-09-02	2021-01-29	Ensure that programs and services mandated on each student's IEP are delivered	AP will meet with STARS programmer and Principal on an ongoing basis to ensure that student's recommended programs and services are being provided.
2020-09-02	2021-01-29	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	As part of the IEP review, AP and IEP team members will review drafted IEP to ensure transition planning is included.
2020-09-10	2020-09-30	Conduct IEP meetings within specified compliance dates	AP will give all case managers their prospective compliance due dates and ensure compliance dates.
2020-09-10	2021-01-29	Monitor referrals to Special Education to ensure appropriate referrals only	All referrals will be monitored and tracked as part of our referral process. The process will be explained to parents and teachers will meet regularly to review collected data, anecdotes and growth monitoring tools prior to submitting an initial review.

Action Planning - February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year

Start Date	End Date	Area Of Need	Action Steps to Address Areas of Need (What will the school do in the first half of the year to address the root causes identified above?)
		Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	
		Develop appropriately rigorous standards-aligned annual goals	
		Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	
		Ensure that programs and services mandated on each student's IEP are delivered	
		Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	
		Conduct IEP meetings within specified compliance dates	
		Monitor referrals to Special Education to ensure appropriate referrals only	

2019-2020

COMPREHENSIVE EDUCATIONAL PLAN (LAP)

DBN	32K162
School Name	J.H.S. 162 The Willoughby
Principal	Amanda Lazerson

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

OVERVIEW EDUCATIONAL PLANNING 2020-21 LANGUAGE ALLOCATION POLICY (LAP)

PART I: SCHOOL ELL PROFILE

PART II: ELL DEMOGRAPHICS

PART III: ASSESSMENT ANALYSIS

PART IV: ELL PROGRAMMING

PART V: ELL IDENTIFICATION ATTESTATION

PART VI: LAP ASSURANCES

2020-21 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **English Language Learner Policy & Reference Guide** <<https://intranet.nycboe.net/CookieAuth.dll?GetLogon?curl=Z2FNRZ2FrdonlyresZ2FD89CC1F2-91B7-4C00-BEED-B0C6C23E0D9BZ2F0Z2FELLPolicyReferenceGuide051515.pdf&reason=0&formdir=7>> .

Part I: School ELL Profile

A. School Information

District	32	Borough	Brooklyn	School Number	162
School Name	The Willoughby School				

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	Amanda Lazerson	Assistant Principal	Jessica Mazzarelli
Coach	Melissa Caballero	Coach	type here
ENL (English as a New Language)/Bilingual Teacher	Jillian Goodwin	School Counselor	Jennifer Rivera
Teacher/Subject Area	Ana Apicella/HLA		vacant
Teacher/Subject Area	type here	Parent Coordinator	vacant
Related-Service Provider	type here	Field Support Center Staff Member	
Superintendent	Sheila Gorski	Other (Name and Title)	type here

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	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	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)	323	Total number of ELLs	61	ELLs as share of total student population (%)	18.89%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs). Check all that apply

A. ELL Programs This school serves the following grades (includes ELLs and non-ELLs). Check all that apply,6,7,8

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes	If yes, indicate language(s):	Spanish
Dual language program (DL)	No	If yes, indicate language(s):	
Freestanding ENL	Yes		

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown																
Program	Lang.	School Year Opened (e.g., 2013-14)	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
TBE	Spanish	2016-17							21	0	0					21
TBE	Spanish	2018-19								6	11					17
TBE	Spanish	2020-2021							9	13						22
DL																0
DL																0
DL																0
Total			0	0	0	0	0	0	30	19	11	0	0	0	0	60

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Data gathered through the NYS standardized exams, interim assessments, conferencing and other informal assessments demonstrates a high need for ENL support in the areas of reading, writing and vocabulary comprehension. These assessments illustrate the struggle for ENL students in expressing their ideas, both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data, the ELA and ENL departments made an informed decision to utilize the EngageNY Expeditionary Learning ELA curriculum to ensure a balanced literacy approach is taken to address these needs and Pearson's iLit program to supplement the learning in the ELA classroom. The ELA curriculum, used in conjunction with Pearson's iLit program, will assist students in forming answers for questions, that include citing evidence, making text to text connections and text to self connections, in both verbal and written response forms. Forty percent of our ENL population is long term ENL's. To accommodate their needs with language acquisition they are placed in our early morning ENL literacy program. Individual plans are created and implemented for all ENL's to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. In addition to their individual learning plans, our ENL students who are also classified as students with disabilities are all invited to participate in our after school program and clubs to receive additional support in reading, writing and mathematics. The assessment tools used to assess the early literacy skills of our ENLs are: the NYSITELL and the Spanish LAB; oral, reading, and writing informal assessments conducted by the ENL teachers; Periodic Assessments that include Performance Series and NYC Performance Tasks; Achieve 3000 assessments and iLit assessments. The NYSITELL provides a baseline assessment of the English literacy skills ENL students bring into the program. The Spanish LAB data is indicative of the literacy skills in L1 (the home language). Research tells us that ENLs who have a high level of literacy in L1 are more likely to advance at a faster rate with their English language acquisition because knowledge of literacy skills transfers into the acquisition of English. The informal and formative assessments in speaking, reading, and writing provide authentic data to measure the progress and performance abilities of ENL students in English. Achieve 3000 conducts a preliminary assessment in order to differentiate the levels of the texts in the program. Performance Series provides baseline data with an accurate Lexile measure to support ENL reading in the ELA classroom. This data helps us identify the authentic language needs of ENLs and those who will need added support in developing English literacy skills. These ENLs are identified and targeted for our supplemental ELL programs. ENL teachers and core subject teachers also utilize this data to identify ENL students needs and to make necessary adjustments to instruction with modifications that include but are not limited to differentiation and necessary language scaffolds.

To assess our ELL's in a remote learning environment, we are using an app called KAMI. Kami is a leading digital classroom app built to transform any existing document into an interactive learning experience. Students engage with Kami's user-friendly and vibrant interface, encouraging creativity as they learn. Kami tools boost students' creativity by allowing them to draw freely and annotate with a selection of colors, shapes and text sizes. Students easily complete tasks and save files with Kami's Google Classroom integration. Teachers markup, discuss and provide feedback using Kami's text, audio, and video annotation tools. These collaborative tools create active, real-time participation in the classroom.

2. What structures do you have in place to support this effort?

During remote and blended instruction, teachers meet during scheduled Common Planning time to share and discuss assessment results from both formative and summative assessments collected. Teachers co-plan with ENL teachers, based on the collected data, to provide the necessary targeted instruction for ENL students based on the ongoing assessments. During remote/hybrid instruction teachers meet daily during Collaborative Planning Time to

analyze data and plan instruction with the necessary scaffolds. Common grade prep time, after school, is utilized as a time to conduct inquiry sessions and provide teachers with additional support opportunities through classroom inter-visitations and collaborative discussions on intervention strategies for ENL and ENL-SWD students. Challenges that may be considered are device and internet issues.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

We evaluate the success of our programs for ENLs using several data points. We collect data from the NYS ELA exam, NYSESLAT, reports from iLiT, and periodic assessments. As we examine this data we look for patterns of growth and gains. Performance Series generated baseline assessment data for all of our students serves as a measure to monitor progression throughout the year. Students first take this assessment in the fall providing initial data for teachers to use to drive and plan for targeted instruction in reading. Students take this assessment again in winter, monitoring progress from the baseline data and identifying additional areas of literacy that need to be addressed in classroom instruction. Students take this assessment again in the spring, providing a report of student gains throughout the year, and identifying areas in need of improvement that can be used as a baseline measure for the upcoming school year. In addition to Performance Series, teachers are able to disaggregate data that is generated from the HLA assessment in conjunction with the Performance Series results to better meet the needs of ENL learners. Summative assessments are given in all core subject classes that require students to demonstrate their understanding of the content through writing in addition to comprehension of the subject specific material.

Remote instruction does provide challenges with ensuring students are using the tools given to them to ensure equitable access with their assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?

During teacher team meetings, ENL teachers discuss the summative data gathered in the subject specific classrooms and through the assessment programs. This data is used to determine the needs of individual and groups of students. Supports used by teachers include providing scaffolded materials for ENL students that will assist and support their learning of the intended learning target and subject-specific standard. For example, English Language Arts teachers utilize the summative assessment data to provide language specific tasks and novels in Spanish for selected students. In addition to meeting the needs of lower performing students, teachers provide differentiated instruction for the more advanced learners by challenging them with higher-order thinking extension activities. Teachers collaborate weekly to ensure each ENL student is provided with supports that are tailored to individual needs.

5. How does your school use 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)* <<http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-B0C6C23E0D9B/0/ELLPolicyReferenceGuide051515.pdf#page=48>> section and *RTI Guide for Teachers of ELLs* <<http://schools.nyc.gov/Academics/ELL/EducatorResources/rti%20guide.htm>> .]

I.S. 162 uses data to guide instruction for ENLs within the Response to Intervention (RTI) framework in numerous ways based on the constant and ongoing collection of data to identify the necessary academic interventions. Teachers plan structured interventions based on formative and summative assessment data specific to the learning goals for each student and based on modifications for ENLs who have IEPs. Teachers collaborate to discuss instructional strategies for ENLs and best practices that work in their classrooms for whole-class instruction, small group instruction and focused related services instruction. Teachers monitor individual student progress with checklists that are used during team meetings and to communicate with ENL students' parents. Communication with parents takes place weekly, providing parents with information regarding their child's progress in the classroom and support measures that can be used at home to ensure learning is ongoing. Academic interventions change based on the individual needs and progression of each ENL student.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the *ELL Data Analysis Tool* <<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/amao.htm>> and RLAT from ATS].

Our ENL programs are evaluated on an ongoing basis through both formal and informal means of assessment. Outcome assessments include the HLA NYC Performance assessment, NYSESLAT, NYS Standardized exams and formative and summative assessments utilized in all core classes. Students have been grouped into Tier 1 and Tier 2 based on NYS standardized test achievement. Our students in Tier 1 will receive targeted direct instruction based on the item skills analyses of both the ELA and Math state exams. Our Tier 1 students are high level 1 students (1.90 - 1.99) and our Tier 2 students receive targeted instruction to improve their mid-level two scores. Teachers will focus small group instruction and conduct inquiry meetings during collaborative planning opportunities, twice a week, to discuss and review interventions and instructional strategies that have been used in the classes. Teachers and administration examine NYSESLAT results regarding both movement across levels and passing rates for formal assessment. NYSESLAT data is used when making student placement decisions and classroom assignments in the iLiT program. The NYSESLAT results are used to form small groups within the classroom based on the reading, listening, speaking and writing sections. ELL students are grouped based on their individual needs. Informally, teachers meet during common prep times and after school on Tuesdays during the teacher Tuesday times to conduct inquiry and planning sessions regarding students', including ENL and ENL-SWDs, progression and to establish targeted inquiry groups.

The EDAT tool is used

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In order to disseminate these findings ENL teachers meet with core subject teachers in addition to administration. The results from the assessments are

discussed and used with the formal and informal assessments administered in the classrooms to have an overall student performance. After reviewing the data and program availability any necessary changes are made to ensure that students are being provided with the best matched resources. During remote/hybrid instruction teachers meet daily during Collaborative Planning Time to analyze data and plan instructions with the necessary scaffolds. Common grade prep time, after school, is utilized as a time to conduct inquiry sessions and provide teachers with additional support opportunities through classroom intervisitations and collaborative discussions on intervention strategies for ENL and ENL-SWD students.

Part IV: 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.

As per the CR-Part 154.2, integrated and standalone instruction are delivered to ENLs in our current ENL program, as mandated. There are five ENL classes in our school, one in sixth grade, two in seventh grade and two in eighth grade. Students are grouped based on their NYSESLAT test results. ENL students receive 180 minutes of ENL standalone class taught by certified ENL teachers. Standalone instruction focuses on language acquisition techniques, with a focus on writing and vocabulary development to further support the learning in their ELA classes. There are two certified ENL teachers who provide ENL services. An integrated/stand alone model of instruction in ENL is implemented for our special education classes, one class on each grade level. In addition to the 180 standalone minutes of ENL instruction, these classes receive 180 minutes of push-in model instruction. Higher performing level ENL students are heterogeneously grouped in seventh and eighth grade classes, utilizing the push-in model of instruction to receive the mandated services.

b. TBE program. *If applicable.*

Currently we have one TBE class in the seventh grade receiving math, science and social studies instruction in their native language of Spanish and integrated ELA in English. These students receive additional support during HLA instruction. This class will continue in 8th grade grade, receiving math and ss instruction in their native language of Spanish. During remote instruction the students are served in the same manner.

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?

ENL students are programmed specifically to ensure that all required minutes and mandates are met in full whether in person learning or remote learning. Entering and Emerging ENL students are programmed for 180 minutes of stand alone ENL class and 180 minutes of one integrated ENL/ELA class and one ELA class with a push-in ENL teacher. The Transitioning, Expanding, and Commanding students are programmed for at least one ELA class (45 minutes) and one integrated ENL/Social Studies class (45 minutes) per day, five times a week. HLA instructional minutes include 180 minutes for our sixth grade TBE class and 90 minutes for our heterogeneously grouped ENL classes in the 7th and 8th grade. This program in the same for the remote classroom.

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.

ENL teachers provide content area instruction that is completely aligned with the Common Core State Standards. Science textbooks are available in the home language of Spanish and the ELA and Math curriculums can be translated, when necessary, to Spanish. Teachers use formal and informal data to inform instruction. ENL methodologies are infused in to classroom instruction enabling ENL students to access and apply prior knowledge. Students are provided scaffolds and supported with graphic organizers, webs, thinking maps, visual aids, word walls, charts, etc. to help them organize and produce their thoughts. Together with the ELA teachers the ENL teachers meet to review strategies and address concerns. Technology aides, such as Promethean boards, laptops and Ipads were added to classrooms to aid in instruction. All curriculum is supported digitally to support students in the remote classroom. We are using an app called KAMI. Kami provides multilingual services in written and oral form. Kami is a leading digital classroom app built to transform any existing document into an interactive learning experience. Students engage with Kami's user-friendly and vibrant interface, encouraging creativity as they learn. Kami tools boost students' creativity by allowing them to draw freely and annotate with a selection of colors, shapes and text sizes. Students easily complete tasks and save files with Kami's Google Classroom integration. Teachers markup, discuss and provide feedback using Kami's text, audio, and video annotation tools. These collaborative tools create active, real-time participation in the classroom.

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

To ensure that ENL's are appropriately evaluated in native language we have trained pedagogues to provide translation services when needed. As part of the ENL intake process, students who are new admits are informally interviewed in their native language through translators to determine their language dominance in addition to completing the HLIS and taking the NYSITELL. Data generated from Pearson's iLiT program, specific and targeted ENL instruction, and data collected from formative and summative assessments in the classroom will be disaggregated to ensure that the student's evaluated appropriately.

We are using an app called KAMI. Kami provides multilingual services in written and oral form.

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

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school. Progress monitoring will be ongoing to ensure the proper academic interventions and supports are in place.

ENL students in the US for less than three years are assessed in their English and Native language proficiency. When they first arrive they are tested with the Lab-R and at the end of the academic year, the NYSITELL. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including Performance Assessments, iLiT, running records and interim assessments. Based on assessment results, students receive explicit instruction to further develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to activating prior knowledge, word relationships, cognates, repeat and rephrase, hands on learning, visual aids that include word walls with pictures and explanations, vocabulary in context and modeling language patterns by expanding on student utterances. Students will also have the opportunity to demonstrate understanding through modeling, drawing, discussion, retell and cooperative groups.

ENL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, running records, checklists, conference notes, Performance Assessments, periodic assessments and NYSITELL data. Literacy and language needs by modality are determined. Teachers meet with ENL teachers during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and bilingual dictionaries.

ENL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ENL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.

All students who achieve proficiency on the NYSITELL receive testing accommodations for an additional two years. Former ENL students are serviced by a licensed ENL teacher in an integrated content area classroom.

For all classification of ELL students we use an app called KAMI. Kami provides multilingual services in written and oral form. Kami is a leading digital classroom app built to transform any existing document into an interactive learning experience. Students engage with Kami's user-friendly and vibrant interface, encouraging creativity as they learn. Kami tools boost students' creativity by allowing them to draw freely and annotate with a selection of colors, shapes and text sizes. Students easily complete tasks and save files with Kami's Google Classroom integration. Teachers markup, discuss and provide feedback using Kami's text, audio, and video annotation tools. These collaborative tools create active, real-time participation in the classroom.

6. 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?

To meet the diverse needs of ENL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ENL teacher pushes into the ELA classroom to provide the needed support for the students. Teachers are using the EngageNY ELA and Math curriculums for ELA and Math. Both of these curriculums provide additional instructional supports and accommodations for ENL students and SWDs. Each of these curriculums have an emphasis on vocabulary development as well as writing across the curriculum through differentiation and scaffolded ENL instruction. In conjunction with EngageNY ENL-SWDs also use Pearson's iLiT online literacy program during their standalone ENL classes. The program assesses students as they read through online formative assessments that include quick checks, discussion questions and written tasks throughout the story. All students are challenged and exposed to rigorous instruction with an instructional focus on higher order thinking through questioning and discussion.

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7. 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?

All ENL-SWD's receive instruction through a push in and standalone model. A certified ENL pedagogue pushes in to work with the students to provide all necessary language instruction. The ENL providers works closely with the IEP teacher to ensure that they are working toward the students IEP goals within the least restrictive environment. Both pedagogues maintain running records to monitor progress and discuss during inquiry meetings. The collaboration aligns to the ICT "team teaching" model ensuring all students are provided with grade-level appropriate instruction based on individual needs of the student. Teachers are also utilizing station teaching in the classrooms, using data to produce student centered and teacher centered groups of instruction to better meet the diverse needs of each individual learner.

8. 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 programs are provided before and after school for all ENL students in both English and Spanish. Students can receive additional support in reading and math through NY edge programs. In addition to the academic intervention programs after school clubs provide students the opportunity to improve their verbal skills in clubs such as newspaper, robotics and coding. Title III funds provide early morning academic support to ENL students with homework help. State test preparation is available to ENL students on Saturday mornings and after school through SASF.

Targeted intervention in the classroom includes small group instruction through station learning. Students are grouped based on targeted needs as demonstrated by classroom assessments, receiving the instruction in a different manner which can include reteaching, modeling, differentiating or incorporating technology with online programs that include but are not limited to myON, NEWSELA and Mathletics.

During remote instruction programs are offered before and after school as during the regular school year. Classes meet remotely.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

IS 162 will continue to focus on higher order thinking through questioning and discussion but formative and summative data from a collection of sources, including but not limited to preliminary state exams, NYC SS and Science Performance tasks, summative unit assessments in ELA and Math, shows an increasing need to focus on improving the quality and stamina of our ENL and ENL-SWDs writing. All classroom instruction will focus on writing across the content areas, with supported instruction through station learning. Students demonstrated success through station learning, showcasing accountability and responsibility. The seventh grade TBE class will receive SS in their native language in order to support and develop stronger practices in writing.

10. If you had a bilingual program, what was the reason you closed it?

We did not close a bilingual program.

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

All students are offered and afforded access to all available programs at IS 162 for regular, hybrid and remote instruction which include after school clubs, before school programs, academic intervention programs that include test preparation and student activities that include student government. Information regarding sign-up dates and meeting dates for all school programs is communicated to parents via the school website, school notices that are translated into Spanish and English that are backpacked, posters that are displayed in the hallways and through morning and after noon announcements. ENL teachers are highly supportive in encouraging ENL and ENL-SWD students to participate in as many activities as they can, communicating with both students and their parents about the opportunities afforded to them at IS 162.

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

A variety of instructional resources are utilized during the school day. Every classroom is equipped with a Promethean board to enhance learning with hands on experiences and visual aids. I pads, bilingual dictionaries and language specific glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Science textbooks are available in both Spanish and English for ENL students and the ELA and Math curriculums can be translated to Spanish. Spanish language novels are available for entering level ENL students. All subject areas utilize graphic organizers, thinking maps, scaffolded questions and sentence stems, annotated text, word walls and content specific learning agendas for the class period that make students aware of their expectations. Through a school-wide initiative of station learning all subject area teachers have incorporated differentiated learning into their lessons through targeted instruction stations, grouping students based on data, including both formative and summative assessments, which allow for greater exposure to more instructional resources that include online programs that can be used in both English and Spanish.

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complete tasks and save files with Kami's Google Classroom integration. Teachers markup, discuss and provide feedback using Kami's text, audio, and video annotation tools. These collaborative tools create active, real-time participation in the classroom.

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

Native language support is assessed in each program model through continuous formative assessments that produces data that is disaggregated by the ENL teacher, with assistance from the AP, and disseminated to subject area teachers as an additional instructional support. Native language support is delivered in each program model through the use of ENL specific materials that includes bilingual glossaries, translated resources and Pearson's iLiT online literacy program. This program provides data that helps to drive instruction in the ENL classroom through living data resources that monitors students' time spent reading and progression of acquiring learning targets. Students are also grouped or paired with other students who speak the same language but are at a different level of English proficiency, to assist with peer to peer translation and communication as needed when working in collaborative learning stations.

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14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Core subject curriculums are fully aligned to the Common Core State Standards as appropriate to grade level expectations, offering rigorous instruction for all students. ENLs are held to the same standard as all other students present in a grade and are expected to succeed. Utilizing IEP goals, lists of accommodations and learning survey results ENL and Special Education teachers modify lessons through annotation of texts, scaffolded graphic organizers, exam format, leveled-Lexile readings, and use of manipulatives and online resources to ensure that ENL and ENL-SWD students receive grade-level content in an appropriate delivery method for their ability. The resources throughout the building are offered to all ENLs throughout the grades. Teachers meet during scheduled common planning time and on teacher team Tuesdays to address concerns and monitor success of each student in their class, making necessary adjustments to instruction when seen fit.

15. If your school shares a building (co-location), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

We are not co-located

16. 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).

To assist newly enrolled ENL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet their new teachers, guidance counselor and administration. Students take a tour of the building and learn about the programs we offer and what they can expect when they enter IS 162's doors as our students.

17. What language electives are offered to ELLs?

Currently, there are no language electives.

18. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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 and non-pedagogic staff.) 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?

Contractual staff development hours and days (Mondays 2:30 - 3:50) are utilized to provide all staff with the necessary ELL professional development. Our ELA PCT and Math PCT provide professional development to all staff on Mondays. Professional Development is focused on rigorous instruction that pushes ELL students to use literacy skills to meet the demands of their CORE curriculum. These workshops include but are not limited to Charlotte Danielson's "Framework for Teaching", Norman Webb's "Depth of Knowledge", and the Common Core Learning Standards. Our professional development is divided into cycles with particular focuses based on school survey results.

In addition to the Monday Professional Development and Chancellor's Days professional development teachers are sent to various professional development workshops offered by the Office of English Language Learners, which include Common Core Learning Standards in the Mathematics and Science Classroom, and teaching ENL students with disabilities. These staff members then turn key to the rest of the staff during a lunch and learn which is voluntary for all teachers.

PLANNING FOR PROFESSIONAL DEVELOPMENT, PROFESSIONAL COLLABORATION AND PARENT ENGAGEMENT

2017-2018 Mondays At-A-Glance

Cycle 1: Student Engagement 3C			
Mondays		Chancellor Days	
September 11	Station Teaching	September 5	Setting High Expectations- Classroom Environment
September 18	Using Scaffolds Effectively to meet the needs of diverse learners	September 6	Setting High Expectations- RIGOR and Writing Across Curriculum School Wide Instructional Focus
September 25	Tiered Questioning		
October 2	Danielson-Linking 3c and 1e		

Cycle 2: How Teachers Can Turn Data into Action			
Mondays		Mondays	
October 9	School Closed	November 13	Evaluating Success and Determining Next Steps in the Classroom
October 16	Gathering, Reviewing Data & Asking Questions using NYS ELA and Math Item Skills Analyses		
October 23	Triangulating the Data		
October 30	Determining Gaps and Setting Goals		
November 6	Planning for Action in the Classroom		

Cycle 3: Building and Developing Trust/School Culture

Mondays		Mondays	
November 20	Exploring NYC DOE Respect for All Program	December 18	Getting to Know your Colleagues to Build Rapport and Increase Trust within the School Culture
November 27	Strengthening & Enhancing existing De-Escalation and Crisis Management Strategies and Supports		
December 4	Impact Climate and Culture has on Daily Functioning of School Life	November 7	CHANCELLOR'S DAY: Establishing Trust within the School Community Writing Across Curriculum Infusion provided by CITE
December 11	Getting to Know your Students to Build School Culture		

Cycle 4: Book Study

"The Highly Effective Teacher"

Mondays			
January 8	Needs Assessment: What do you need the most? Tip 1: Coherent, Connected Learning Progression	February 5	Tip 6: Creative, Problem-Solving Culture Tip 7: Monitoring, Assessment and Feedback that Guide and Inform Instruction & Learning
January 15	School Closed	February 12	Moving Forward and Planning to Become Highly Effective using the Instructional Strategies from the Learning Cycle
January 22	Tip 2: Strategies, Resources & Technologies that Enhance Learning Tip 3: Safe, Respectful, Well-Organized Learning Environment	February 19	School Closed
January 29	Tip 4: Challenging, Rigorous Learning Experiences Tip 5: Interactive, Thoughtful Learning		

Cycle 5: The Power of Feedback			
Monday			
February 26	Providing Actionable Feedback to our Students		
March 5	Guiding Students to use the Feedback to improve literacy skills across content areas		
March 12	Peer to Peer Conferencing and Actionable Feedback		
March 19	Using Feedback to meet Instructional Goals and to assist Students in meeting their Learning Goals		
March 26	The Impact Feedback has on Improving Student Progress		

Cycle 6: Book Study			
Goal Oriented-Teacher Choice			
Mondays		Mondays	
April 9		May 7	
April 16		May 14	
April 23		May 21	
April 30		May 28	No School

Cycle 7: Promethean Learning			
Monday		Tuesday	
June 4	Utilizing Technology Effectively in our Classroom to build Student Engagement	June 7	CHANCELLOR PD DAY:
June 11	Differentiating Learning Tasks with Promethean Resources		
June 18	PROMETHEAN IN HOUSE TRAINING		
June 25	PROMETHEAN IN HOUSE TRAINING		

Professional Learning Module	
Series 1: Learning Stations	
<p>Friday, October 13: Error Analysis Stations</p> <p>Tuesday, October 17: Questioning and Discussion with Rubrics in Learning Stations</p> <p>Thursday, October 19: Student Conferencing in Learning Stations</p> <p>Wednesday, October 25: Chat Stations</p> <p>Friday, October 27: Student Feedback</p>	
Professional Learning Module	
Series 2: Lesson Planning	
Dates TBD	

2. 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.

All pedagogues, which may include bilingual speech therapists, are contractually obligated to attend professional development, as per the UFT contract, every Monday from 2:30 pm until 3:50 pm. All pedagogues receive a PD agenda and sign-in for the professional development. The sign-in sheets are collected and placed in a Professional Development binder in the Principal's office. Professional development sessions are focused on the Danielson Framework, specifically domain 3 (3b, 3c, 3d). Writing across content areas is the instructional focus this year so many of the pd sessions will focus on ELA strategies that can be extended to all CORE subject areas. ENL teachers will be encouraged to share ENL methodologies. All staff are encouraged to attend pd sessions outside of professional development provided by in-house instructional leaders, administration and network liaisons. As we develop our professional learning plan, we include ELL personnel at the school, as well as all members of our staff. We are also open to suggestions and topics that staff would like to learn and develop their practice, as well as facilitators on topics of expertise as evidenced through classroom observations. These professional development opportunities take place as part of our lunch and learn sessions where teachers volunteer to participate in the learning workshops provided by their peers. In addition to these two opportunities the administration is hosting four professional learning modular series focusing on best practices observed and information requested by teachers as stated in their professional learning surveys.

PLANNING FOR PROFESSIONAL DEVELOPMENT, PROFESSIONAL COLLABORATION AND PARENT ENGAGEMENT

2017-2018 Mondays At-A-Glance

Cycle 1: Student Engagement 3C			
Mondays		Chancellor Days	
September 11	Station Teaching	September 5	Setting High Expectations- Classroom Environment
September 18	Using Scaffolds Effectively to meet the needs of diverse learners	September 6	Setting High Expectations- RIGOR and Writing Across Curriculum School Wide Instructional Focus
September 25	Tiered Questioning		
October 2	Danielson-Linking 3c and 1e		

Cycle 2: How Teachers Can Turn Data into Action

Mondays		Mondays	
October 9	School Closed	November 13	Evaluating Success and Determining Next Steps in the Classroom
October 16	Gathering, Reviewing Data & Asking Questions using NYS ELA and Math Item Skills Analyses		
October 23	Triangulating the Data		
October 30	Determining Gaps and Setting Goals		
November 6	Planning for Action in the Classroom		

Cycle 3: Building and Developing Trust/School Culture

Mondays		Mondays	
November 20	Exploring NYC DOE Respect for All Program	December 18	Getting to Know your Colleagues to Build Rapport and Increase Trust within the School Culture
November 27	Strengthening & Enhancing existing De-Escalation and Crisis Management Strategies and Supports		
December 4	Impact Climate and Culture has on Daily Functioning of School Life	November 7	CHANCELLOR'S DAY: Establishing Trust within the School Community Writing Across Curriculum Infusion provided by CITE
December 11	Getting to Know your Students to Build School Culture		

Cycle 4: Book Study "The Highly Effective Teacher"			
Mondays			
January 8	Needs Assessment: What do you need the most? Tip 1: Coherent, Connected Learning Progression	February 5	Tip 6: Creative, Problem-Solving Culture Tip 7: Monitoring, Assessment and Feedback that Guide and Inform Instruction & Learning
January 15	School Closed	February 12	Moving Forward and Planning to Become Highly Effective using the Instructional Strategies from the Learning Cycle
January 22	Tip 2: Strategies, Resources & Technologies that Enhance Learning Tip 3: Safe, Respectful, Well-Organized Learning Environment	February 19	School Closed
January 29	Tip 4: Challenging, Rigorous Learning Experiences Tip 5: Interactive, Thoughtful Learning		

Cycle 5: The Power of Feedback			
Monday			
February 26	Providing Actionable Feedback to our Students		
March 5	Guiding Students to use the Feedback to improve literacy skills across content areas		
March 12	Peer to Peer Conferencing and Actionable Feedback		
March 19	Using Feedback to meet Instructional Goals and to assist Students in meeting their Learning Goals		
March 26	The Impact Feedback has on Improving Student Progress		

Cycle 6: Book Study Goal Oriented-Teacher Choice			
Mondays		Mondays	
April 9		May 7	
April 16		May 14	
April 23		May 21	
April 30		May 28	No School

Cycle 7: Promethean Learning			
Monday		Tuesday	
June 4	Utilizing Technology Effectively in our Classroom to build Student Engagement	June 7	CHANCELLOR PD DAY:
June 11	Differentiating Learning Tasks with Promethean Resources		
June 18	PROMETHEAN IN HOUSE TRAINING		
June 25	PROMETHEAN IN HOUSE TRAINING		

Professional Learning Module	
Series 1: Learning Stations	
Friday, October 13: Error Analysis Stations	
Tuesday, October 17: Questioning and Discussion with Rubrics in Learning Stations	
Thursday, October 19: Student Conferencing in Learning Stations	
Wednesday, October 25: Chat Stations	
Friday, October 27: Student Feedback	

Professional Learning Module	
Series 2: Lesson Planning	
Dates TBD	

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?

Content area teachers will conduct meetings during weekly parent outreach, specifically Tuesday Family Engagement Time after school. Translation services are provided by the parent coordinator or other staff members when needed. If other languages other than Spanish is needed, outside translators are hired. Classroom teachers reach out to the parents via email or phone call to extend an invitation to our ELL parents for a designated time. All parents and teachers meet in our parent room, room 113, and if necessary additional space is provided. At this time the following is discussed: student goals, current language development progress based on formative and summative assessments, and next steps to increase student achievement. Teachers submit monthly parent engagement forms to the principal for review and on these forms teachers indicate which students and parents were contacted and met with.

In addition to the meetings on Tuesday afternoons our ENL coordinator contacts all of our ELL parents to come in and meet with her to discuss progress in the classroom, encourage enrollment in our after school and before school programs designed to offer targeted instruction for our ELL students and to monitor any changes in the student's daily life. The ENL coordinator maintains a parent phone log to record all ELL parent conversations.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Family engagement activities, Parent Association Meetings and other upcoming school events are all posted on the school website, which is available in both English and Spanish. The parent coordinator of IS 162 conducts weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, CCLS, Special Education services and ENL services. Translation is available at every meeting. We conduct

monthly Parent Association meetings providing all notices and letters in both Spanish and English to better keep parents informed of school events and educational programs. Parents are reminded of meetings by the parent coordinator and through the school website. Parent meetings are also provided for parents of ENLs throughout the year. These meetings address the needs of ENLs and how their families can support their learning at home. ENL parent orientation meetings are held for parents with children enrolled in the TBE program. Monthly parent engagement activities are held which have included: Dads bring your child to work day, Dia de las Muertos, Mother's Day Tea, Bingo Night, Grease performance, Fall Festival, Family Feast and Movie Night.

Date	Parent Workshop Topic
10/26/20	Understanding the NYC High School Application Process
11/15/20	Keeping Communication Lines Open with Your Child How to effectively communicate with your teen, set clear boundaries, and understand what is going on in their life.
12/13/20	Cyber Safety -Keeping your child safe in today's modern technology age
1/17/21	Homework should not be a battle or struggle -Focusing on tips for creating pride, responsibility, accomplishment and success in your child vs. tears, arguments and a struggle
2/13/18	Helping Your Child Manage Stress - Participants will learn how to recognize the signs of stress in young people and identify strategies. Discussion on actions parents can take to help their children cope with and manage stress.
3/13/21	What Parents Can Do to Help Their Children Learn -Reinforcing lessons from school at home, NYS exam information and preparation and an overview of what your child is expected to achieve this school year
TBD in April	Are "We" Overdoing It? -Examining the practices of giving our children the best at no cost and the negative effects this may be having on our children
TBD in May	Preparing your Child for their Next Steps: High School and Beyond

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.

N/A

Part V: ELL Identification Attestation

In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the New York City's ELL Policy and Reference Guide <<http://intranet.nycboe.net/NR/rdonlyres/D89CC1F2-91B7-4C00-BEED-B0C6C23E0D9B/0/ELLPolicyandReferenceGuideFINALMarch2017.pdf>> , I,

Amanda Lazerson

, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined

- a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
- b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

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- a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
- b. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

3. The home language of the student is determined by a trained and licensed pedagogue.

- a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

3. The home language of the student is determined by a trained and licensed pedagogue.

- a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

4. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.

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5. Eligibility for the NYSITELL is determined.

- a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

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- a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

6. Student is administered the NYSITELL, if eligible.

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7. Parent notification letters are sent to the parent in the parent's preferred language.

- a. Parent is notified of their child's ELL status and results of the NYSITELL.

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- a. Parent is notified of their child's ELL status and results of the NYSITELL.

8. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB.

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9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife> <<http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>> .

9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED's website: <http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife> <<http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife>> .

10. If student is an ELL, parent is invited to the parent orientation meeting.

a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. If student is an ELL, parent is invited to the parent orientation meeting.

a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

11. ELL is placed in the ELL program that the parent selected.

a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.

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a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.

b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

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12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

13. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.

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14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.

14. Copies of letters and parent notifications regarding ELL identification are kept in the students' cumulative files.

Part VI: LAP Assurances

School Name:	The Willoughby School	School DBN:	32k162
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)
Amanda Lazerson	Principal		1/1/01
Jessica Mazzaelli	Assistant Principal		1/1/01
Jazmin Orengo (pending new hir	Parent Coordinator		1/1/01
Jillian Goodwin	ENL/Bilingual Teacher		1/1/01
Ana Olivo	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Melissa Caballero	Coach		1/1/01
	Coach		1/1/01
Robert Channing	School Counselor		1/1/01
Sheila Gorski	Superintendent		1/1/01
Tatyana Ulubabova	Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2019-2020

**COMPREHENSIVE
EDUCATIONAL PLAN (LTI)**

DBN	32K162
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School Name	J.H.S. 162 The Willoughby
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Principal	Amanda Lazerson
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COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

OVERVIEW EDUCATIONAL PLANNING

2020-21 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

COVER PAGE

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS THAT CANNOT COMMUNICATE IN ENGLISH

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICES

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

2020-21 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations A663 for all schools

DBN:	32K162	School Name:	I.S. 162 The Willoughby School	Superintendent:	Sheila Gorski
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

First Name	Last Name	Title	In which school year did the LAC attend training conducted by the Field Language Access Coordinator?	The LAC was involved in the development of this plan? Yes/No
Jessica	Mazzarelli	AP	19-20	yes
Jillian	Goodwin	Teacher	19-20	no

*The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

Cover Page

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** <<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>>).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

- 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)
 - Automate The System (ATS) reports
 - Student Emergency Contact cards
 - Surveys conducted by your school.

We utilize the following data sources:

- Home Language Information Survey
- ATS RPOB report (language/geographical)
- Parent Surveys and questionnaires solicited by Parent Association and Parent Coordinator
- Interviews and conversations in person or over the phone with parents

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Spanish	259	64.75	264	66
Arabic	7	1.75	7	1.75
Russian	1	.25	1	.25
Chinese	2	.5	2	.5
ENGLISH	130	32.5	125	31.25
URDU	1	.25	1	.25

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Spanish-11, Creole-2, Turkish-1

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Newsletter	Monthly	The newsletter translates to any language by selecting that language.
Chancellor letters	Periodic	The letters are translated through the info hub.
Progress Reports	Quarterly	The app in which the parent views the progress reports translates to the preferred home language automatically.
School Notices	Periodic	All notices are translated using Google Translate or staff.

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, when they will occur, and plans to provide interpretation at those meetings.

Meeting Name	Month/Frequency of Meetings	HOW DOES YOUR SCHOOL PLAN TO PROVIDE INTERPRETATION SERVICE(S)? Include strategies to ensure communication takes place in the parent's language.
Parent teacher conferences	twice a year	Teachers will meet virtually with parents. If a video conference is requested a spanish speaking teacher will be present. If the conference takes places over the phone, interpretation services will be used.
Town halls	Periodically	A teacher translates during the presentation.
NA	NA	NA
NA	NA	NA

3. Describe your school's communication strategy to reach limited-English-proficient families in the event of (1) a school-wide emergency (i.e. lockdown, fire, etc..) and (2) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).

We can reach our families in the event of an emergency through our mass robo call system, our mass texting system, pupil path, school app and website. All notifications are sent to the families in their preferred home language.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of **Chancellor's Regulation A-663** <<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>> and what resources are available to meet compliance.

Professional development given by LAC

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. The multilingual welcome poster is hung in the main lobby of the school. The school safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive. How has your school implemented the feedback to improve language services?

The school will use a variety of methods to gather feedback from the parents:

1. Parent survey-provided by NYCDOE and translated for parents based on ATS. School based surveys that are conducted are translated using Google Translate.
2. SLT meetings
3. Parent Association meetings
4. Parent workshops

2019-2020

**COMPREHENSIVE
EDUCATIONAL PLAN (Title III)**

DBN	32K162
School Name	J.H.S. 162 The Willoughby
Principal	Amanda Lazerson

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

OVERVIEW EDUCATIONAL PLANNING
TITLE III SUPPLEMENTAL PROGRAM FOR ELLS FOR THE 2020-21 SY

- PART A: SCHOOL INFORMATION**
- PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION**
- PART C: PROFESSIONAL DEVELOPMENT**
- PART D: PARENTAL ENGAGEMENT ACTIVITIES**
- PART E: BUDGET**

Title III Supplemental Program for ELLs for the 2020-21 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS. For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist** <<http://schools.nyc.gov/NR/rdonlyres/3E8548AB-3824-4328-91CE-18F2399599BA/0/SeniorELLComplianceandPerformanceSpecialistApril2014.pdf>> . Any updates or revisions to this plan must be made through the iPlan portal <<http://www.iplanportal.com/>> by June 30.

Part A: School Information

Name of School:	IS 162	DBN:	32k162
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This school is (check one):

conceptually consolidated (skip part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

The direct instruction component of the program will consist of (check all that apply): After school

Total # of ELLs to be served:	32
--------------------------------------	----

Grades to be served by this program (check all that apply):

Grades to be served by this program (check all that apply): ,6,7,8
--

Total # of teachers in this program:	4
# of certified ESL/Bilingual teachers:	2
# of content area teachers:	2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

The goals of the programs are to develop and support English literacy and math skills in order to prepare ELLs to meet and exceed the rigorous instructional expectations set before them on the ELA, Math and NYSESLAT exams. Our supplemental program will focus on all entering and emerging students, 32, and will take place Tuesday - Friday after-school based on their cohort model from 3:00 - 4:00, remotely. All 32 students will be placed in 4 different after school cohort groups to provide small group instruction, based on the cohort days for in person learning. Due to the unprecedented times, we opted for fully remote in case schools were to be closed for long duration of times and to establish the routine and structure with the students, Students that are fully remote (cohort D) will be grouped with blended learning students and assigned their days. Cohort A students will attend Tuesdays and Wednesdays with other students from cohort D and cohort B will attend on Thursdays and Fridays with cohort D students. The supplemental program will run from 10/1/2020 through 6/25/2021. Instructional cycles were designed with the AP and teachers collaborating based on the four components of the NYSESLAT exam and needs required for the ELA and Math exam. In addition, the teachers in this program dissected the Item Maps from previous NYSESLAT exams provided from NYS to ensure expectations are understood for entering and emerging ELLs in the program.

The five cycles (may be adjusted based on progress):

10/1/2020 - 12/23/2020: Reading

1/4/2021 - 2/11/2021: Listening

2/22/2021 - 4/2/2021: Writing

4/12/2021 - 5/28/2021: Speaking

5/28/2021 - 6/25/2021: Conversational Language through discussion and writing

This plan allows for 34 weeks of supplemental instruction.

Student and Teacher groupings:

Tuesdays and Wednesdays: 3:00 - 4:00 17 students/15 Entering ELLs and 2 Emerging ELLs

Thursdays and Fridays: 3:00 - 4:00 15 students/13 Entering ELLs and 2 Emerging ELLs

All Group A instruction will be provided in the native language, Spanish.

All Group B instruction will be provided in English. Scaffolds and modified resources will be provided to support.

Tuesdays: (10 students)

2 Emerging ELLs and 8 Entering ELLs with higher NYSESLAT scores for 10 total students split into group a and group b meet on Zoom and then breakout into:

Group A: (2 emerging/4 entering) first work with the ENL licensed teacher

Group B: 4 entering ELLs work with Content Area Teacher (ELA)

After thirty minutes the two groups reconvene in the main room and then switch breakout rooms.

Wednesdays: (7 students)

All seven students are Entering ELLs that are split into two groups, A and B, meeting in Zoom and then breakout into:

Group A 4 entering ELLs first work with the ENL licensed teacher

Group B: 3 entering ELLs first work with Content Area Teacher (ELA)

After thirty minutes the two groups reconvene in the main room and then switch breakout rooms.

Student and Teacher groupings:

Thursdays: (7 students)

All seven students are Entering ELLs that are split into two groups, A and B, meeting in Zoom and then breakout into:

Group A 4 entering ELLs first work with the ENL licensed teacher

Group B: 3 entering ELLs first work with Content Area Teacher (ELA)

After thirty minutes the two groups reconvene in the main room and then switch breakout rooms.

Fridays: (8 students)

2 Emerging ELLs and 6 Entering ELLs students split into group a and group b meet on Zoom and then breakout into:

Group A: 4 Entering ELLs first work with the ENL licensed teacher

Group B: 2 Emerging ELLs and 2 entering ELLs first work with Content Area Teacher (ELA)

After thirty minutes the two groups reconvene in the main room and then switch breakout rooms.

Teachers will record attendance for each day using a Google Sheet provided to them by the AP. All materials used will be available in Google Classroom and will use the extension KAMI to allow for students to annotate and write on the PDF documents. Teachers and the Supervising AP meet weekly during the last period prep to address attendance concerns, material acquisition, specific needs that need to be met, discuss the pacing outlined in the beginning of the year and planning parent opportunities to participate in the learning with their children.

ELLs are held to the same high expectations outlined in NYS Learning Standards as students who are proficient in the English language. I.S. 162K's Title III supplemental programs are tailored to meet the needs of ELLs of all proficiency levels with the intentions of fostering improvement in content area classes.

All entering and emerging ELLs from grades six through eight use the computer based program iREADY to monitor their progress in their classes and to align the Next Generation Standards to the ENL language learning standards with the core curriculum. **i-Ready Diagnostic** is an adaptive assessment designed to provide teachers with actionable insight into student needs. The **Diagnostic** offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. This program will provide the students with differentiated and individualized instruction based on their individual learning strengths and weaknesses. The certified Bilingual teacher will supplement the iREADY program with the EngageNY ELA Common Core aligned curriculum to meet the needs of the individual students. This material supports instruction taking place within the ELA classrooms. The ENL teacher will be able to monitor and adapt the lessons based on the data provided from the ongoing assessments. The multimedia allows for additional reinforcement based on the individual learning styles learned by the teachers through learning surveys taken at the beginning of the year.

All teachers will follow the same EngageNY Common Core Aligned Curriculum along with the NYCDOE approved Amplify curriculum to meet the needs of the students. Students will focus on using strategic reading strategies implemented through the schools MSQI program. These strategies will be used in all content areas to ensure transparency and fluidity. The TESOL certified teachers will meet during collaborative planning time and Teacher Tuesday time, after school, to discuss learning strategies and ongoing assessment data collected from both class and the after school program to design an individualized learning program for ELLs. Through the iREADY program and the MSQI strategic reading strategies students' needs will be met on a more individualized basis. Teachers will be paid using funding from the Title III program for their after school program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

2020-2021 professional development will be separated into five (5) learning cycles aligned to our CEP goals and the ILF. PD will not be of cost to the title III program as it will be provided by in-house members of staff. Staff members responsible for the delivery of instruction to ELLs will attend ELL specific pd provided from NYCDOE and the district in addition to the in-house learning cycles. Monthly mandated pd will take place twice a week, the first two Mondays, beginning immediately at 2:30 pm. These pd's will encompass five different learning cycles that were designed based on learning surveys completed by both students and teachers, the current learning environment we are all experiencing and how to meet the needs of our ELL students through increased engagement and discussion protocols (aligned to our CEP).

Our ELA and Math Peer Collaborative teachers meet weekly with the administration to design the professional development. In addition, we have multiple committees that meet biweekly to plan supplemental professional development for staff on an individualized need for the remaining Mondays in the month. TESOL and bilingual certified teachers will receive 50% of their professional learning specific to the needs of an ELL and it will be provided from in-house highly effective teachers, BNFC coaches and our MSQI coach. The focus for this year is social-emotional learning, digital literacy, actively engaging through discussion and aligning the NYS Next Generation Standards to the ELL Language standards in order to prepare for the new curriculum to be put in place next year. The professional learning opportunities will positively impact the progress of our ELL students by providing our teachers with the necessary tools to be able to differentiate and scaffold their instruction, implement best practices based on the current learning environment and monitoring progress through the i-READY platform.

Ongoing sustained, virtual pd, supports teachers in the Title III LEP Program because they will be better prepared to identify and address the needs of ELLs. Teachers will be able to share and discuss with their colleagues different ways they are supporting their English Language Learners. In addition to our scheduled PD calendar below, ESL/ TESOL licensed teachers will be provided with the professional learning calendar opportunities offered by the BCO that are focused on ELL learning strategies and Special Education instructional supports. Teachers that request to attend these BCO opportunities will provide the confirmation of their registration.

Tentative Professional Development 2020-2021 Calendar:

Cycle 1: Social-Emotional Learning in Today's Classroom: Blended and Fully-Remote

September 17, 2020 – November 6, 2020

Cycle 2: Utilizing the Danielson Rubric as an Instructional Tool during times of COVID

November 19, 2020 – December 23, 2020

Cycle 3: Increasing Active Participation through Discussion

January 4, 2021 - February 26, 2021

Cycle 4: NYS Next Generation Learning Standards Roadmap: Where are we now?

March 1, 2021 - March 29, 2021

Cycle 5: TBA

In addition to the Monday Professional Development cycles, two teachers that work directly with our ELL population were selected by the administration to receive additional support from our MSQI Coach and through the BNFS. The teachers meet with the coaches alternating Mondays, discussion revolves around lesson planning and differentiated instruction to meet the individualized learners in your classes. The coaches are also working with the teachers to increase student engagement through verbal and non-verbal means of discussion to improve academic gains on the NYSESLAT exam. These instructional strategies will include but are not limited to, scaffolding and differentiating writing tasks, developing and maintaining academic discourse with content specific vocabulary and conversation stems, lesson planning to provide targeted and specific specially designed instruction. The teachers and the coaches meet for planning and debriefing based on the non-evaluative observations.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

All of our parent engagement activities have been held virtually, through the Zoom platform with immediate translation services turned on provided by our guidance counselor. Our only activities that will be of cost to the program are our Game Nights because we purchase small prizes for the parents in addition to some materials for the games. All other activities are of no cost to the Title III program. As all events are held virtually, we are able to collect parent attendance using the Zoom participant tracker at the end of the meeting. Our engagement activities take place the last Tuesday of each month from 2:10 - 3:00 pm. These meetings allow for our teachers to engage with the parents and students well. This is beneficial for all stakeholders because it builds the connection between home and school. Previous Parent Engagement Activities include:

10/27/20- "Meet the Teacher" forum

11/24/20- "Let's Give Thanks"

12/16/20- Game On!

Upcoming Engagement:

1/26/21- Brainpower

2/24/21- Love & Harmony

3/31/21- TBA

4/28/21- Game On!

5/26/21- TBA

6/23/21- Brainpower

The Title III program provides opportunities for parents to engage and be active in their child's learning. Our certified TESOL teachers meet monthly with our ELL parents, individually, to monitor student attendance and participation in addition to educating parents about opportunities within the district and virtually every Tuesday from 2:10 - 2:30 pm. Parents and teachers arrange the meetings via email or phone conversations. The teacher then calls or sets up the Zoom meeting with the parent. The teachers use the NYCDOE approved translation service to meet through Zoom with the parents. In addition to these meetings, the teachers host NYSESLAT "What you need to Know" meetings at multiple times throughout the week in an effort to meet the different needs of all our parents. The teachers provide the parents with mini-workshops and the dates for this are tba based on future announcements from NYS and the exam. In the workshops, parents will learn about the exam, what is measured and what the results mean for their child. Parents will be able to see sample questions and be provided with supplemental resources they can use at home with their children. Additional resources are provided from the NYS website: <http://www.p12.nysed.gov/assessment/ei/2020/2020-things-every-parent-should-know-assessment.pdf>. At these workshops in the past, ELL parents were able to engage and network with one another. By providing the parents with the resources they too are engaging in the English language with their children. These meetings are at no cost to the parents.

Our monthly PTA meetings and parent workshops are posted on the school website (available in different languages and translated by the click of one button), through push notifications sent out through the school app and using messenger through our online grading program, IO. PTA meetings are held the second Thursday of each month at 1:00 pm. During the meetings we use the translation service available through Zoom with our guidance counselor. All notices on our website are translated based on the HILS report and translation, if needed, is arranged prior to the meeting through the translation services. In addition, our SLT meets the first Wednesday of every month, virtually, starting at 5:00 pm. We always have a translator available for these open meetings.

PTA Meeting Dates: 1/14/21, 2/11/21, 3/11/21,4/8/21,5/6/21 and 6/10/21 (We did not have a PTA president until January)

SLT Meeting Dates: 9/30/20*(meeting changed due to delayed school opening), 10/7/20, 11/4/20, 12/2/20, 1/6/21, 2/3/21, 3/3/21, 4/7/21, 5/5/21, 6/2/21

Parents have immediate access to resources through our translated school app, which include but are not limited to, monthly updates on the ELL page that includes virtual workshops, upcoming school events, PTA meetings, CEC meetings and Parent Teacher conferences. We encourage all of our parents to be actively engaged throughout their child's time in our school by hosting family events where parents and students can participate and learn from one another. The family activities are no longer than one-hour long and take place virtually. Our parents and students recently participated in a digital gaming experience where the parents and students competed against one another in games used in the classroom. These applications and meetings only require a small amount of the Title III funds to purchase items needed which may include game materials when applicable.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount (\$):		_____
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> ▪ Per session ▪ Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> ▪ High quality staff and curriculum development contracts. 	NA	_____
Supplies and materials <ul style="list-style-type: none"> ▪ Must be supplemental. ▪ Additional curricula, instructional materials. ▪ Must be clearly listed. 	NA	_____
Educational Software (Object Code 199)	NA	_____
Travel	NA	_____
Other	NA	_____
TOTAL	_____	_____