



**MANHATTAN BRIDGES HIGH SCHOOL**

**2009-2010**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** **02M542**

**ADDRESS:** **525 WEST 50<sup>TH</sup> STREET, NEW YORK, NY 10019**

**TELEPHONE:** **(212) 757-5274**

**FAX:** **(212) 757-5411**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M542                      **SCHOOL NAME:** Manhattan Bridges High School

**SCHOOL ADDRESS:** 525 West 50<sup>th</sup> Street, New York, NY 10019

**SCHOOL TELEPHONE:** 212-757-5274                      **FAX:** 212-757-5411

**SCHOOL CONTACT PERSON:** Mirza Sanchez-Medina                      **EMAIL ADDRESS:** MSanche4@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** María del Carmen Diaz

**PRINCIPAL:** Mirza Sánchez-Medina

**UFT CHAPTER LEADER:** María del Carmen Diaz

**PARENTS' ASSOCIATION PRESIDENT:** Diego Pauta

**STUDENT REPRESENTATIVE:** Madelyn Perez  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 02                      **SSO NAME:** New Visions

**SSO NETWORK LEADER:** Derek Smith

**SUPERINTENDENT:** Francesca Peña

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mirza Sánchez-Medina	*Principal or Designee	
María del Carmen Diaz	*UFT Chapter Chairperson or Designee	
Diego Pauta	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Madelyn Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danilo Liz	Member/Parent	
Luz Marquez	Member/Parent	
Robert Shand	Member/Teacher	
Clarise Bencosme	Member/Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### *Building Bridges to the Future*

Manhattan Bridges High School's mission is to ensure that English Language Learners (ELL) develop language and basic technology skills needed to succeed in a rigorous academic program designed to prepare them for post-secondary education and the work force. We are committed to assisting students in celebrating their individual differences while maintaining the richness of their native language and culture. The school's Transitional Bilingual Education program targets literacy acquisition in both the Spanish and English languages. This is been accomplished through a rigorous academic program, Balanced Literacy, integrated curriculum, project-based learning, and critical thinking skills. Technology is infused through out the curriculum.

The student population consists of 463 Spanish-speaking students in grades ninth through twelfth who receive bilingual education and ESL/ELA instruction. In addition, this year we are piloting a dual language program with 55 students in the 9<sup>th</sup> grade who receive 50% of their instruction in English and 50% of their instruction in Spanish. The class program all 518 students consists of eight weekly blocks of 50-minute ESL/ELA instruction. In addition, all other subjects meet in 50-minute blocks four or eight times a week. All courses are taught by certified teachers in the subject area.

The academic program consists of bilingual classes for ELL on each grade. Each bilingual class has approximately 25 students. An interdisciplinary humanities curriculum integrates history, the arts, NLA, ELA/ESL and technology. ESL instruction is provided based on beginning, intermediate and advance levels. All classes use the Workshop Model and incorporated technology as a learning tool. Advanced Placement courses are offered in Spanish Literature and Language, Macro Economics and Calculus AB. The extended day program includes: newcomers classes, enrichment courses, SAT prep, College Now, credit recovery, ESL classes, tutoring, clubs and peer tutoring homework. Some students also participate of Upper Bound, mentoring and internship programs.

The school's program includes a weekly one-hundred minutes common preparatory period in which all teachers have an opportunity to meet for professional development, departmental, college seminar, advisories, grade meetings, Pupil Personnel Team Meetings/ Focus groups meetings and Interdisciplinary Teams Meetings. Supervisors, staff developers and consultants meet with teachers individually, by cohorts or with the school at large to work on specific tasks. The literacy consultant provides weekly professional development to the ESL, ELA and NLA teachers on language acquisition, literacy strategies, and genre studies curriculum development. Literacy, relevancy, rigor and collaboration are facilitated through the curriculum.

In addition to insuring that all students have the mandated ESL and NLA instruction from highly qualified teachers, MBHS offers a variety of interventions to students, who are struggling with attendance, credit accumulation, and passing the NYSESLAT and state exams. Professional

development through collaboration is highly valued. Teachers analyze assessment, attendance data, Progress Report, New Visions student tracker and ARIS data. Teachers meet in grade teams, Seminar advisory teams, Department teams and are paired with colleagues to collaborate on developing curriculum maps, units, and lessons, and to reflect on student work and results, in order to improve design and delivery of instruction.

The school's partnerships support the integration of the arts through the curriculum and provide professional development opportunities and residencies. The schools' PSO, New Visions, provides professional development in teaching strategies, data management and analysis, mentoring, Youth Development, and college readiness. Our lead partner, The National Academy Foundation, provides professional development in curriculum development, school leadership development, partnership development and college readiness.

In September 2009, the school opened two new NAF Academies, the Academy of Engineering and the Academy of Information Technology. MBHS has partnered with Project Lead the Way (PLTW) and the National Action Council for Minorities in Engineering (NACME), to develop a STEM curriculum enhanced for ELL. We also introduced a pilot dual language program in the 9<sup>th</sup> grade designed to provide a rigorous academic experience and kicked off the first year of our Academy of Engineering, designed to enhance curricular academic rigor.

MBHS has proportionally very high attendance at events for parents, with an average of two events being held monthly, e.g.; Orientation to Manhattan Bridges, Parenting, Financial Literacy, Financial Aid Workshops, Curriculum Night, "Noche de Ciencias", Transcript Review Workshop. Parents of students, who are struggling, receive outreach calls regularly about attendance and are called in for conferences in an effort not to let any student fall through the cracks.

The school used Title I ARRA funds to hire a new Assistant Principal to insure teachers are highly qualified in curriculum design and instructional delivery for school year 2009-2010 in order to improve student achievement. The AP is working intensively with teachers to produce student outcomes aligned with State Standards for content and skills. In addition, we invited a Principal Resident from New Leaders for New Schools to our Administrative team in order to further support the curriculum design and instructional delivery with faculty members and lead our pilot dual language program.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	Manhattan Bridges High School							
<b>District:</b>	2	<b>DBN:</b>	02M542	<b>School BEDS Code:</b>	310200011542			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		88.0	86.5	85.5	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		96.8	92.7	93.1	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		84.1	83.5	83.5	
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		0	2	148	
Grade 9	137	140	132	<b>Recent Immigrants - Total Number:</b>				
Grade 10	123	167	158	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	89	65	112		95	101	95	
Grade 12	70	97	73	<b>Special Education Enrollment:</b>				
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	419	469	475					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	2	2	
Number all others	2	0	1	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	N/A	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes	318	419	416	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	0	0	0	Number of Teachers	22	30	35	

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	7	11	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	15	20	23	% fully licensed & permanently assigned to this school	100.0	96.7	100.0
				% more than 2 years teaching in this school	45.5	46.7	42.9
				% more than 5 years teaching anywhere	45.5	33.3	42.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	77.0	83.0	77.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.4	94.2	82.1
American Indian or Alaska Native	0.2	0.0	0.2				
Black or African American	0.7	0.4	0.6				
Hispanic or Latino	98.3	99.6	99.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.0	0.0				
White	0.0	0.0	0.0				
<b>Male</b>	51.3	50.3	51.6				
<b>Female</b>	48.7	49.7	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			IGS
Math:				Math:			IGS
Science:				Graduation Rate:			IGS

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>					√SH	√	√
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino					√SH	√	
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities					-	-	
Limited English Proficient					√SH	√	
Economically Disadvantaged					√SH	√	
<b>Student groups making AYP in each subject</b>		0	0	0	4	4	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	76.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Manhattan Bridges High School enters the 2009-2010 school year with a strong record of accomplishments but facing many new challenges. To set priorities for the year to meet these challenges and increase student achievement, the Curriculum and Instruction Committee (C&I) (Administration, Guidance, Programmer/Bilingual Coordinator, UFT Chapter Leader and Teacher Representatives from each academic department) held a summer Professional Development session. The team reflected on the successes and areas in need of improvement from the 2008-2009 school year. Based on guidance from the Cabinet (Principal, Assistant Principals, Principal Resident, and Guidance Coordinator), the C&I team crafted proposals for goals for the school year.

The entire faculty returned before the scheduled start of the school year for additional Professional Development, focused on reflection and analysis of the previous year's data, goal-setting for the upcoming school year, and Youth Development. The team used data from the Progress Report (including 4-year and 6-year graduation rates, credit accumulation, Regents passing rates, attendance, and student and parent satisfaction with the school environment), as well as NCLB accountability data from New York State to prioritize for the year. The faculty also used the School Quality Review rubric to determine areas of strength to build upon and target areas for improvement.

One of the greatest challenges this year has been the management of extremely scarce resources to best meet the needs of the students. Under significant budgetary and space constraints, and facing aging technology and increasing enrollment, the school has striven to craft a program that increases student opportunity to earn credits. Saturday and Extended Day sessions have been built into an extended regular school day. These include language support classes for struggling students and newcomers, SAT preparation and other enrichment classes, and credit recovery and Regents preparation classes for students off-track for graduation. Available classroom space is stretched to the limit, and class sizes have been growing. Teachers have more classes and less preparation time, with less private space to complete work. A major need in the school is improving the quality of instruction to meet accountability standards, continuing to revise programming to ensure student needs are met, and balancing very limited resources.

One of the school's most important academic challenges is preparing students to pass the ELA Regents exam. Although we have a strong history of providing appropriate scaffolds for ELLs, including SIFE

and recent arrivals, and adapting instruction to meet the needs of students, and students learn content areas at grade level in their native language, the English Regents is a tremendous challenge. The C&I team has reflected on how to build upon the school's instructional strengths to improve student achievement on the Regents exams; this applies most specifically to the ELA Regents, but to meet State and City accountability standards and ensure that our students graduate high school prepared for college, we need to increase the number of students scoring above 75 on all Regents exams and increase the number of students achieving high grades (above 80%) in their subject classes.

Each department has established its own goals and action plans in that regard. Collectively, the school will continue to increase its facility and effectiveness at analyzing data and targeting student needs. Teachers will continue collaborative efforts through more focused and directed Common Planning Teams. The school will continue work on initiatives from previous years, including an increase in the use of backwards planning, transformative assessment, alignment of curriculum to standards and assessment, and an emphasis on teaching the skills necessary for success in college as determined by research.

The school has also identified two longer-term needs that we are addressing through special initiatives currently focused on the 9<sup>th</sup> grade. Students have long questioned the relevance of the academic curriculum to their own lives, interests, and future careers. To help students become more motivated, we are piloting the first 100% Latino, near-100% ELL Academy of Engineering in the United States. We are also piloting a Dual-Language program to complement our Transitional Bilingual program and foster additional opportunities for authentic student interaction in multiple languages.

Our first two Inquiry Teams have been highly successful at using analytical and research-based methods to drive student achievement for targeted sub-groups. We plan to continue this work on a broader scale in the context of grade-team meetings, as well as informally, in content-based department and common planning meetings. We furthermore are meeting structured by Seminar teams, in an effort to develop a full curriculum designed to boost student confidence and motivation, improve study skills, provide students with necessary social and emotional supports, assist in Youth Development, and increase attendance. This work involves substantial teacher collaboration and consultation with Guidance, Administration, students, and parents.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. By June 2010 senior cohort students will demonstrate progress as measured by a 5% increase in students scoring at Level 3 and 4 on the NYSESLAT in comparison with June, 2009 scores.

After conducting our needs assessment the School Leadership Team found that ELL students have had more difficulty passing the ELA Regents than any other. As a result, we have made progress for our ELL subgroup a priority for the 2009-2010 school year.

2. To develop a four year spiraling College and Career Seminar curriculum by June that that promotes improved attendance, school culture and student achievement.

After conducting our needs assessment the SLT found qualitative data to support the concern that students felt disengaged from MBHS. A high proportion of students indicated that they did not believe there was an adult they felt comfortable speaking to in the school, as determined by the Learning Environment Survey. Attendance data was dropping. Students in the 10<sup>th</sup> grade were not accruing credits at the same rate as in the other grades. Teachers learned about an advisory program at Millennium High School, which had been developed to address such issues, and went to visit to learn about how it worked. As a result, we determined to develop a College and Career Seminar program to address Youth Development and Study Skills concerns that will support academic achievement.

3. By June, 2010, teachers in core curricular areas will have developed exemplary units of study with content and assessment aligned to State Standards using a backwards design model of instruction.

The principal and New Visions Leadership Development Facilitator visited classrooms together last year to collect data on instruction at MBHS. They determined that to increase student achievement, instruction would need to be more purposefully planned to focus more on developing students' higher order thinking skills. The new assistant principal was hired to work with teachers to use "Understanding by Design" principles to develop curricular units that are rigorous, aligned to State standards.

4. To develop and implement protocols, systems and processes that promote a school-wide culture of urgency and community responsibility for raising student attendance results to 92% or higher average daily attendance.

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Attendance results have been on a downward trend in the past two years. The SLT determined to make improving attendance a priority this year. The goal of 92% was chosen, because research shows that students whose attendance is 92% or above stay in school and graduate.

5. Improve by 10% credit accumulation for 10<sup>th</sup> grade students in order for students to meet credit accumulation requirements for promotion to the 11<sup>th</sup> grade. In particular, 10<sup>th</sup> grade students will accumulate the required 4 credits in English Language and 4 credits in Social Studies.

The SLT looked at attendance data from last school year and learned that students in the 10<sup>th</sup> grade did not accrue credits at the same rate as in the other grades. Students who do not accrue a satisfactory number of credits are at risk of falling behind, graduating late and even dropping out, so we have progress in credit accumulation for our 10<sup>th</sup> grade subgroup a priority for the 2009-2010 school year.

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**GOAL # 1**

**ELA Regents Passing Rates**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 senior cohort students will demonstrate progress as measured by a 5% increase in students’ scoring at Level 3 and 4 on the ELA Regents in comparison with their June, 2009 scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li><b>1. Align tasks on DYO ELA assessments to ELA Regents tasks.</b> <ul style="list-style-type: none"> <li>• Teachers develop three DYO ELA assessment tasks aligned to ELA Regents tasks and ELA Regents</li> <li>• Standards, which are vetted by the Assistant Principal, Principal Resident and ELA staff developer.</li> <li>• Teachers plan, share and give feedback on curriculum units and activities during weekly professional periods, which prepare students for ELA DYO tasks.</li> <li>• Teachers administer two DYO ELA assessments to all students grades 9-12 in Term 1 and one in Term 2.</li> <li>• Teachers score and analyze data on student ELA strengths and weaknesses in bi-monthly ELA</li> <li>• Department meetings and share strategies for best practices to address student weakness.</li> </ul> </li>   <li><b>2. Incorporate the skills needed to pass the ELA Regents exam in all core curriculum classes</b> <ul style="list-style-type: none"> <li>• During November Curriculum and Instruction Team (C&amp;I) meeting bilingual coordinator disseminates the “Words you need to know for the ELA Regents”; a list of operative words which appear with high frequency on the ELA Regents with instructions for teachers to incorporate regularly into their lessons. .</li> <li>• In December Department facilitators from the C&amp;I disseminate this information to each department will commit to a minimum of two teaching strategies, which they will</li> </ul> </li> </ol>

	<p>consistently apply to support the ELA Regents results. They will report back during January Professional Development Day.</p> <ul style="list-style-type: none"> <li>• Teachers will report back to departments on use of strategies to incorporate activities using Words You Need to Know for the ELA Regents.” Department leaders will report activity to C &amp;I.</li> <li>• ELA teacher leader presents ELA Regents tasks at January Professional Development Day and elicits the cross-discipline skills necessary to excel on it.</li> <li>• Departments choose and commit to incorporating at least two teaching strategies to teach ELA Regents skills into their unit and lesson plans.</li> <li>• Assistant principal monitors this initiative during classroom observations and in reviewing curriculum maps and unit plans. She provides support as necessary</li> </ul> <p><b>3. Teach literacy skills necessary for success on ELA Regents in Native Language Spanish</b></p> <ul style="list-style-type: none"> <li>• NLA 11th grade and AP teachers teach strategies for Tasks 3 &amp; 4 in the native language – and give parallel mock Regents exam in Spanish in February. They will assess results to determine next areas of need and instructional strategies for developing necessary literacy skills.</li> <li>• NLA teachers will collect data and analyze data on student progress in Mock NLA/ELA Regents and revise teaching accordingly.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Funding Sources</b> C4E, Title I SWP, Title I ARRA, TL, Fair Student Funding, Title III</li> <li>• <b>Staffing</b> Teachers, Advisors, Guidance Counselors, Support Staff</li> <li>• <b>Schedule</b> Academic Schedule, Extended Day Program and Saturday School, Staff meetings, New Visions’ Retreat</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Report Card data</li> <li>• Teacher Assessments</li> <li>• Periodic Assessments; DYO and Scantron</li> <li>• Mock Regents</li> <li>• Regents Results</li> </ul>

**GOAL # 2**

**Subject/Area (where relevant):**

**Curriculum and Instruction**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2010, Teachers in core curricular areas will have developed exemplary units of study with content and assessment aligned to State Standards using a backwards design model of instruction.</p> <hr/> <ul style="list-style-type: none"> <li>• The focus of this unit will be to facilitate student’s development of enduring understandings, critical thinking and language skills, and active engagement in learning.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will meet at least twice monthly in department meetings and in weekly professional periods to plan, share and critique curriculum units in terms of how well they address enduring understandings, critical thinking and language skills and active engagement in learning.</li> <li>• During Semester 2 teachers in key content areas will also be responsible for planning a “model” lesson in collaboration with colleagues and/or with coaching by colleagues, administrator and/or professional developer. They will invite colleagues and/or administrators for a “Lesson Study.” Observers will provide feedback on lesson and look at student work to determine the lesson’s success in facilitating student learning.</li> <li>• Assistant Principal, Principal Resident and Professional Developer provide professional development at these department meetings, on Professional Development Days in November and January on Understanding by Design, and on using Mapster for unit planning. AP and Principal Resident will follow up with instructional coaching and by referencing unit plans and looking for evidence of their implementation in classroom observations throughout the school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Funding Sources</b> C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding, Title III</li> <li>• <b>Staffing</b> Principal, Assistant Principals, Principal Resident, Professional Developer, Teachers</li> <li>• <b>Schedule</b> Department Meetings 2 X month for 100 min, Weekly Common Planning Meetings, Monthly PD sessions, PD days, Differentiated Teacher Growth Plans</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Completed curriculum units loaded onto Mapster</li> <li>• Monthly review of department planning and outcomes during Curriculum and Instruction meetings.</li> <li>• Teachers are provided with the following data to track and use in their planning to facilitate</li> </ul>

improvement in student achievement:

- Student report cards
- Passing rate
- Credit accumulation
- Regents scores and pass rates
- Progress towards graduation as tracked by New Visions data

- We project gains in Senior Cohort student pass rate, credit accumulation; Regents pass rates and graduation rate.

### **GOAL # 3**

**Subject/Area (where relevant):**

### **College and Career Seminar**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a four year spiraling College and Career Seminar curriculum by June that that promotes improved attendance, school culture and student achievement.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Launch in September:</b></p> <ul style="list-style-type: none"> <li>• Teacher orientation to College and Career Seminar during Summer professional development, including professional development from Roads to Success Program.</li> <li>• All Manhattan Bridges students, grade 9 – 12 are programmed for Seminar classes.</li> </ul> <p><b>Monthly:</b></p> <ul style="list-style-type: none"> <li>• Teachers meet for one and a half hours monthly, first for professional development, then in Seminar grade-teams to plan for Seminar classes.</li> </ul> <p><b>Topics include:</b></p> <ul style="list-style-type: none"> <li>– Promoting better attendance through Seminar</li> <li>– Sustained Silent Reading</li> <li>– Student goal-setting</li> <li>– Tracking student progress</li> <li>– Facilitating student development of study skills, e.g.; Cornell note-taking, using a student planner</li> <li>– Student-selected topics to build motivation and self-esteem</li> <li>– Career exploration</li> <li>– College readiness</li> <li>– College research and application process</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Funding Sources</b> C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding</li> <li>• <b>Staffing</b> Principal, Assistant Principals, Advisors, Guidance Counselors, Support Staff, Parent Coordinator</li> <li>• <b>Schedule</b> Seminar periods (5XweekX40min.), Attendance Team Meetings, Seminar Team Meetings and Grade Team Meetings</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Completed curriculum units for each grade 9 – 12.
- Monthly review of Seminar planning and outcomes during Seminar meetings.
- Seminar teachers are provided with the following data to track and use in their planning to facilitate improvement in student attendance and achievement:
  - Attendance
  - Student report cards
  - Student transcripts
  - Passing rate
  - Credit accumulation
  - Regents scores and pass rates
  - Progress towards graduation as tracked by New Visions data
- Projected gains:
  - 4% improvement in attendance
  - 3% improvement in Learning Environment Survey on item regarding student communication with adults in the school

## **GOAL # 4**

**Subject/Area (where relevant):**

**Attendance**

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

To develop and implement protocols, systems and processes that promote a school-wide culture of urgency and community responsibility for raising student attendance results to 92% or higher average daily attendance.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Daily**

- Teachers review daily attendance to alert school aide to discrepancies.
- School aide cross-references daily CAAS report and PADS reports to insure accuracy of attendance in ATS and input reversals as appropriate.
- School aides and counselors call parents of chronically absent students.
- Daily point system initiated in September. Students with excellent and improved attendance rack up points which result in being rewarded with prizes and/or opportunities to participate in special events, e.g.; ice-cream social, pizza party, movies, karaoke parties, sports events

**Weekly**

- Seminar teachers are responsible for tracking students' attendance weekly, conferring with students, calling students' families and making guidance and parent coordinator referrals, as appropriate.
- Attendance team meets weekly to track and review trends and individual student issues, develop strategies to re-integrate LTA students, who return to school, and focus on developing school-wide incentive strategies to improve attendance of students with 75-89% attendance.

**Monthly**

- Bulletin board recognizes students with excellent and improved attendance.
- Seminar teachers recognize students with excellent and improved attendance.  
Seminar Initiative
- Students participate in "It's Cool to Be in School" advertising campaign contest coordinated by College for Every Student community service student volunteers.

**Parent Involvement and Partnerships**

- Guidance counselors will keep parents informed of the importance of daily attendance and how it impacts academic achievement through the distribution of letters and the chancellor's graduation and promotion requirements on attendance.
- Counselors and attendance coordinator will keep close contact with the social workers from Alianza Dominicana and The Jewish Board of Children and Family Services that work to support students in establishing positive working and attendance habits.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- **Funding Sources**

C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding

- **Staffing**

Assistant Principals, Guidance Counselors, School Aides, Seminar Teachers, Attendance Teacher

- **Schedule**

Daily, weekly, monthly

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Daily, weekly and monthly reviews of attendance data by all teachers and Attendance Team.
- We anticipate a 4% gain in attendance.

## **GOAL # 5**

**Subject/Area (where relevant): Credit Accumulation**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve by 10% credit accumulation for 10<sup>th</sup> grade students in order for students to meet credit accumulation requirements for promotion to the 11<sup>th</sup> grade. In particular, 10<sup>th</sup> grade students will accumulate the required 4 credits in English Language and 4 credits in Social Studies.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrative Team, Curriculum and Instruction Leadership Committee, 10<sup>th</sup> Grade Teacher Team and guidance counselors meet monthly and at the end of each marking period to analyze cohort and grade-level report card data to target students that currently do not meet necessary credit requirements. Teachers are presented with their scholarship data and a reflection sheet for setting goals to improve instruction. Those students who are falling behind receive additional support to successfully accumulate credits in the following ways:</p> <ul style="list-style-type: none"> <li>– Extended schedule</li> <li>– Credit Recovery classes for both ELA and Social Studies</li> <li>– Saturday School</li> <li>– Guidance Counselor meets with individual students to monitor progress after each marking period</li> <li>– Guidance Counselor team meets with parents of these students to develop action plan that involves parental action</li> <li>– Grade Teams meet to develop action plans for individual students</li> <li>– Grade Teams develop strategies to differentiate instruction to meet student academic needs</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• <b><u>Funding Sources</u></b> C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding</li> <li>• <b><u>Staffing</u></b> Principal, Assistant Principals, Principal Resident, Guidance Counselors, Department Facilitators, Professional Developer, Teachers</li> <li>• <b><u>Schedule</u></b> Administrative Team 1 X month, Grade Team 1 X month, Guidance Counselor meeting with students and parents 1 X Marking Period Weekly Common Planning Meetings, Monthly PD sessions, PD days, Differentiated Teacher Growth Plans</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- At the end of Marking Period: Review data to ensure that 10<sup>th</sup> grader *holdovers* are making satisfactory progress in each class needed for promotion in January.
- At the end of the Semester: Review data to ensure that 10<sup>th</sup> graders *on-track* have earned a minimum of three credits in ELA and three credits in Social Studies to ensure promotion at the end of the year.

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

***Directions:*** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT - NA**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) - NA**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	79	79	79	79	79		3	
10	54	54	54	54	54		10	
11	104	104	104	104	104	1		
12	80	80	80	80	80		3	

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>After School:</b> Saturday School Regents Prep, Targeted Instruction, Push-in to ELA classes,  <b>During School Time:</b> System 44, Small classes for beginner’s ESL, Differentiated Instruction, NLA and ELA Support classes
<b>Mathematics:</b>	<b>After School:</b> One-on-one Tutoring, Small group tutoring, Saturday School Regents Prep  <b>During School Time:</b> Small classes for struggling students, Differentiated Instruction
<b>Science:</b>	<b>After School:</b> One-on-one Tutoring, Small group tutoring, Saturday School Regents Prep  <b>During School Time:</b> Differentiation of curriculum, literacy through the curriculum
<b>Social Studies:</b>	<b>After School:</b> One-on-one Tutoring, Small group tutoring, Saturday School Regents Prep  <b>During School Time:</b> Differentiation of curriculum, literacy through the curriculum, CTT
<b>At-risk Services Provided by the Guidance Counselor:</b>	One-on- one counseling, group counseling, referrals, Youth Development Seminar Classes
<b>At-risk Services Provided by the School Psychologist:</b>	One-on- one counseling
<b>At-risk Services Provided by the Social Worker:</b>	One-on- one counseling
<b>At-risk Health-related Services:</b>	Referrals, Jewish Board

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District	School <b>Manhattan Bridges High School</b>
Principal <b>Mirza Sánchez–Medina</b>	Assistant Principal <b>Kathy Fine</b>
Coach <b>Eva Sievert/ESL</b>	Coach <b>Pablo Villavicencio</b>
Teacher/Subject Area <b>Marangelitza Rivera/Science</b>	Guidance Counselor <b>Mirian Lucas</b>
Teacher/Subject Area <b>Robert Shand/Social Studies</b>	Parent <b>Diego Pauta</b>
Teacher/Subject Area <b>Izagma Alonso/Math</b>	Parent Coordinator <b>Grace Ojeda</b>
Related Service Provider <b>Maria del Carmen Díaz</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>13</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>5</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>11</b>

### C. School Demographics

Total Number of Students in School	<b>520</b>	Total Number of ELLs	<b>415</b>	ELLs as Share of Total Student Population (%)	<b>79.81%</b>
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## Part II: ELL Identification Process

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



TBE	156	38	1	150	70	2	31	8		337
Dual Language	11	0		9	5		4	0		24
ESL										0
Total	167	38	1	159	75	2	35	8	0	361

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	109	139	92	67	407
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>109</b>	<b>139</b>	<b>92</b>	<b>67</b>	<b>407</b>

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	24	31							24	31
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>24</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>31</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 25

Number of third language speakers: 0

Ethnic breakdown of EPs (Number)

African-American: 0

Asian: 0

Hispanic/Latino: 31

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

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

	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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

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

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	54	32	16	5	107
Intermediate(I)	57	72	46	38	213
Advanced (A)	21	28	27	19	95
Total	132	132	89	62	415

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	15	14	6	2
	I	29	42	36	25
	A	46	34	22	25
	P	32	44	24	18
READING/WRITING	B	42	29	15	5
	I	47	67	43	38
	A	18	26	27	18
	P	15	12	3	9

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	82		9	
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment				
Physics				
Global History and Geography		123		52
US History and Government		75		49
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
	Other		
	Other		

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**SEE ATTACHED MBHS LAP NARRATIVE**

**Form TIII – A (1)(a)**

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Grade Level(s) 9-12 Number of Students to be Served: 518 LEP 475 Non-LEP 43  
Number of Teachers 38 Other Staff (Specify) 17

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Manhattan Bridges High School is a school for Spanish-speaking English language learners. The school's Transitional Bilingual Education program targets literacy acquisition in both the Spanish and English languages. This is being accomplished through a rigorous academic program, Balanced Literacy, integrated curriculum, project-based learning, and critical thinking skills. Students explore ideas thematically, create portfolios, analyze and apply the acquired knowledge. Technology is infused through out the curriculum.

The student population consists of 463 Spanish-speaking students in grades ninth through twelfth who receive bilingual education and ESL/ELA instruction. In addition, this year we are piloting a dual language program with 55 students in the 9<sup>th</sup> grade who receive 50% of their instruction in English and 50% of their instruction in Spanish. The class program all 518 students consists of eight weekly blocks of 50-minute ESL/ELA instruction. In addition, all other subjects meet in 50-minute blocks four, five or seven times a week. All courses are taught by certified teachers in the subject area. Physical education, art, music and additional mathematics and literacy support are provided as a part of an extended day program, often integrated within the student's program.

As per our language policy, students in the ESL intermediate levels receive the last ten to fifteen minutes of their math class instruction using sheltered English. Their science class is also conducted using sheltered English strategies. For students in the advanced ESL

levels all content area classes are conducted in sheltered-English. Students in the beginner levels of ESL receive content area instruction in Spanish. English is the language of instruction in the following classes, physical education, art and music.

The school has also identified two longer-term needs that we are addressing through special initiatives currently focused on the 9<sup>th</sup> grade. Students have long questioned the relevance of the academic curriculum to their own lives, interests, and future careers. To help students become more motivated, we are piloting the first 100% Latino, near-100% ELL Academy of Engineering in the United States. We are also piloting a Dual-Language program to complement our Transitional Bilingual program and foster additional opportunities for authentic student interaction in multiple languages.

Manhattan Bridges High School's program consists of the following:

- Pilot Dual Language Program
- Two STEM Academies
- Bilingual classes for Spanish speaking ELLs on each grade (9-12). Each bilingual class has approximately 25 students
- An interdisciplinary humanities curriculum that integrates history, the arts, NLA, ELA/ESL and technology
- Native Language and English language usage is aligned with New York State's Language Allocation Policy
- Native Language and ESL instruction is fully aligned with State Education Department (SED) NLA and ESL Learning Standards respectively; advanced level ELLs will also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach
- ESL instruction is provided based on Beginning, Intermediate and Advance Levels (as determined by the LAB-R OR NYSESLAT) and is consistent with CR Part 154 requirements
- Academic content is fully aligned with CR Part 100 standards
- All classes use the Workshop Model and incorporated technology as a learning tool
- ESL instruction is provided by fully certified ESL teachers
- Extended day program that includes: credit bearing courses, ESL classes, tutoring in all subjects, physical education, clubs and peer tutoring homework.
- Some students also participate of Upper Bound, mentoring and internship programs
- All eleven grades receive SAT prep
- All students receive extended day support services

### **Dual Language Program**

Research shows that DL students perform higher academically. We are piloting a Dual-Language program to complement our Transitional Bilingual program for a total of 55 students. The supposition, based in the research, is that developing fully bi-literate and bi-cultural students will improve student achievement. The program is being taught by teachers certified in ESL and bilingual education. Title III funding will be used to pay teachers per-session to participate in professional development and common planning outside of

school hours and providing students with resources such as dictionaries and thesauruses. The professional development emphasis is on Dual Language best practices, which include shared language and State content standards objectives, planning cross-curricular units and teaching students to use dictionaries and thesauruses to develop vocabulary.

### **Academy of Engineering**

Students have long questioned the relevance of the academic curriculum to their own lives, interests, and future careers. To help students become more motivated, we are piloting the first 100% Latino, near-100% ELL Academy of Engineering in the United States for the entire 9<sup>th</sup> grade of 141 students. AOE offers a rigorous engaging problem and project-based curriculum. MBHS has partnered with organizations such as NAF, Project Lead the Way and the Society of Hispanic Engineers and Professionals (SHEP) to enrich the curriculum, provide mentors for career internships and hold out role models for students to emulate. Students' STEM classes are taught by 3 teachers who collaborate with ESL and bilingual licensed teachers and administrators to plan for and teach cross-curricular classes, which reinforce learning. Title III funds will be used to support infusing ELL/bilingual strategies into the cross-curricular planning, with an emphasis on vocabulary, literacy and oral communication development.

### **College and Career Readiness Seminar**

Although not funded by Title III, to address motivation, literacy and study skills issues further, all 518 students in grades 9 – 12 are now attending College and Career Seminar, which has been scheduled into the school day, five days a week for fifty minute periods. Teachers of these seminars deliver academic instruction while they also take on an advisory role to coach and mentor students. Because over 40% of our students are SIFE, and the vast majority test in the first two quartiles in middle school, a great deal of supplementation is necessary in order for students to be able to manage in their content area classes. Two Seminar days are spent on literacy development through silent reading, two on study skills development, such as note-taking and organization and one on researching current events/youth development/career and college topics aimed to increase motivation. We have scheduled this into the school day. Title III funds will be used to develop a spiraling four year curriculum for this program. A core group of four teachers will be

### **Extended Day Peer-Tutoring Program**

When teachers reviewed first progress report grades in October to begin to predict first marking period scholarship data, they raised a concern that many students do not complete the extent of class-work and homework that is necessary for them to reinforce learning and keep up the pace necessary for Regents standard classes. They said that the majority of students will do writing or problem-solving when supervised, but some fall behind and have difficulty catching up and others appear to be unable or unwilling to do the necessary work independently, at home. A number of teachers suggested that the school offer tutoring periods after-school. They suggested that students who do not have the advantage of having a room, desk and/or computer of their own, or perhaps family members who can help them need space, time and support provided by the school. The school has partnered with College for Every Student, which has a program for students with more advanced skills to become peer tutors for their classmates. The plan is for teachers to supervise peer-tutors to work with approximately 50 students a day, four days a week, one for each core academic, i.e.;

English, Math, Science, and Social Studies. These tutoring sessions will take place after school from 3:30 to 5:30. Students will be referred to tutoring by their teachers and/or elect to go on their own.

### **Extended Day and Saturday Regents Preparation Classes**

Because of SIFE, ELL status and many students' prior inadequate formal education, even if not interrupted, many students come to Manhattan Bridges unprepared for the rigors of State Regents standards. Only 16 students of this year's senior cohort have passed the ELA Regents with a score above 65 so far. The math statistics are excellent for this year's graduating cohort, but Global Studies, American Studies, Earth Science and Living Environment scores lag behind. In the younger grades, students need to be gearing up to pass two Science and three Math Science Regents exams. In order for the school to supplement students' learning, the plan is to use Title III funds to support 6 supplementary Saturday Regents Preparation classes to serve up to 200 students.

### **Language Development through the Arts Program**

Title III funds will be used to pay an ESL certified teacher to meet with twenty students for two hours after school one day a week for twenty weeks. Students will be introduced to the vocabulary of fine arts through trips to museums, artist's visits, and viewing art movies. Their culminating multi-media project will extend their learning to potentially 100 additional students as they develop their core project "Fifteen Minutes of Fame: The MBHS Living Portrait Series," for which they do a still and video portrait series of five of their ESL school friends. Each friend will develop an autobiographical student-written narrative, which the core students will read and edit, for voice-over to the Living Portrait DVD.

### **ESL through Mentoring Action Research Program**

Title III funds will be used to pay two ESL certified teachers to work with the College Counselor to develop a peer mentoring and tutoring program. The three adults will meet with 30 ESL students for one and a half hours after school to train them to be mentors, who will serve up to an additional 30 students. The 30 mentors trained by these teachers will also participate in doing action research on social issues and developing projects to address these issues, which they will showcase in a share-fair as a culminating activity.

### **Dual Language Parent Involvement Workshops**

Title III funds will be used to pay for personnel, refreshments and brochure for two Parent Workshops about the Academy of Engineering and Dual Language Programs. Parental involvement is key to student achievement. Parents will be addressed in both Spanish and English and will learn more about their students' curriculum and instruction at these workshops.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The school’s program includes a weekly seventy-five minutes common preparatory period in which all teachers have an opportunity to meet for the following activities: Subject meetings/ planning time; Grade Team meetings; College and Career Seminar Team Meetings; Attendance Team Meetings; Pupil Personnel Team Meetings/ Focus groups meetings; and others. Staff developers and consultants meet with teachers individually, by cohorts or with the school at large to work on specific tasks. Annie Smith, our literacy consultant will continue to provide professional development to the ESL/ELA/NLA departments on language acquisition, literacy strategies, Sheltered Instruction and curriculum development. 10<sup>th</sup> Grade ELA teachers are receiving additional professional development from Kaplan on differentiating instruction and assessment. Our science teachers work on curriculum development using backwards design and literacy strategies in content area classes. The math department will continue to work with Saul Castillo, the math coach, to develop lessons that are relevant to applied math. The school will continue to work with partnerships that support the integration of the arts through the curriculum, provide professional development opportunities as well as residencies. New Visions as the schools Partner Support Organization will continue to provide professional development in ELL strategies, Youth Development, college readiness and data analysis. Our lead partner, The National Academy Foundation, will continue to work with the school on leadership development, partnership development and college readiness.

In addition, the teaching staff meets on Wednesdays during a common meeting time for professional development activities to continue the work in the following areas: Understanding by Design, *Backwards Planning*; Providing Sheltered English Instruction to ELL, *using the SI model*; Teaching reading and writing to ELL, *using balanced literacy*; Scaffolding instruction for ELL and reading and writing through the content area, *using QTEL and AVID*; Using technology as a tool to teach ELL; The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology; and Youth Development.

All of the aforementioned activities are being supported by the existing school schedule and budget. Title III funds will be used specifically to pay for teacher per-session to supplement professional development and co-planning for the Academy of Engineering, and College and Career Seminar programs. Teachers in the pilot dual language program will also receive additional support in developing language objectives, curriculum development for cross-curricular language objectives and vocabulary development.

**Form TIII – A (1)(b)**

**School: Manhattan Bridges High School**

**BEDS Code: 310200011542**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		<b>\$64,040</b>
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b><u>PS</u></b>		
Professional staff, including 1 ESL certified teacher and 1 Bilingual certified teacher	\$9996	Per Session for cross-curricular planning and professional development Dual Language Program (Serves 54 9 <sup>th</sup> graders) <i>20 weeks x 5 teachers (Math, Science, ESL, Social Studies and bilingual coordinator) x 2 hours</i> <b>200 After-school hours</b>
Professional staff, including 1 ESL certified and 1 Bilingual teacher	\$799.68	Per Session for team of 4 teachers for 2 Parent Workshops about Dual Language Program <i>4 teachers x 2 workshops x 2 hours</i> <b>16 Evening hrs</b>
Professional staff, including 4 ESL certified teachers	\$3998.40	Per Session for 4 teachers to gather, edit and post spiraling College and Career Seminar Curriculum on MBHS website (Serves all 9-12 <sup>th</sup> grade students) <i>4 teachers x 20 hours per grade-level curriculum</i> <b>80 After-school hours</b>
Professional staff, all ESL and Bilingual certified teachers, per session	\$7996.80	Per Session for extended day classes for tutoring and homework support for 50 students <i>4 teachers x 2 hours x 20 weeks</i> <b>160 After- school hours</b>
Professional staff, certified ESL teacher	\$1995.60	Per Session for extended day ESL through the Arts program serving 100 students <i>1 teacher x 2 hours x 20 weeks</i> <b>40 After-school hours</b>
Professional staff, including 1 Bilingual certified teacher, per session	\$5997.60	AOE Program development – (Serves 9 <sup>th</sup> grade of 120 students) Common planning Project and problem based curriculum development, infusing ESL and STEM standards.

		<i>3 teachers x 2 hours x 20 weeks</i> <b>120 After-school hours</b>
Professional staff, including 2 certified ESL teachers	\$4220.10	After-school Peer-Mentoring/Action Research program to serve 60 students <i>3 teachers x 1.5 hours x 20 weeks</i> <b>30 After-school hours</b>
Professional staff, per session, 6 certified ESL and Bilingual teachers	\$23,990.40	Regents Preparation ELA – 1 teacher Bilingual Math – 2 teachers Bilingual Earth Science – 1 teacher Bilingual Living Environment – 1 teacher Bilingual Global Studies – 1 teacher <i>6 teachers x 4 hours x 20 weeks</i> <b>480 hours</b>
<b><u>OTPS</u></b>		
Supplies and materials for Dual Language Program	\$3636	Instructional Supplies: Books in both languages, Resources for teachers
Parent Activities	\$1409.80	Orientations: Food, Written Materials on Dual Language Programs
<b>TOTAL</b>	<b>\$64,040</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*Based on all the HLLS and initial conference with incoming students, all of our students and parents are Spanish speakers. This information is also available on ATS and on the students' emergency cards. Manhattan Bridges is an all Bilingual-Spanish Transitional Education High School. All communication with parents and students is done bilingually. All home phone calls are made by Spanish-speaking staff or by interpreters. All parent-teacher conferences are conducted in Spanish. All printed information sent home is also in Spanish and in English.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

*The school's mission describes the nature of the school's program, that is, all students are Spanish speaking ELL. The staff is informed of the student population during hiring interviews and meetings*

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

*All centrally and regional produced critical communication will be sent home in Spanish, even if the school needs to make the translation. All school written communication with parents will continue to be translated by the all bilingual staff: teachers, guidance counselors and school administration. This includes, but it is not limited to, letters to parents, notifications, flyers, calendars, newsletters, permission slips, consent and explanations of report cards. The student handbook is written in English and in Spanish. All parents will continue to receive the student discipline code in Spanish. If translation of long documents is needed and the school can not translated in a timely manner, then we might request to use the services of the Translation and Interpretation Unit. Posted information that is pertinent to the parents will also be translated.*

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

*All MBHS staff is capable of carrying a conference with parents and students in Spanish. When needed, another staff will participate of the conference to provide language support. Translations are provided in conferences, discipline hearings, SLT meetings, PA meetings, Parent-Teachers conferences, phone conversations and phone-master.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

*Parents will receive a notification at the beginning of the year advising them their right to receive all communication in Spanish. In addition, this information will be posted in the main office, the parent's room, the dean's office and in the guidance suite.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$398,102	\$136,521	\$534,623
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,981		\$3,981
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,365	\$1,365
4. Enter the anticipated 5% ( <i>Actual 7%</i> ) (set-aside to insure that all teachers in core subject areas are highly qualified):	\$19,905		\$19,905
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$10,615	\$10,615
6. Enter the anticipated 10% set-aside for Professional Development:	\$39,903		\$39,903
7. Enter the anticipated 10% ( <i>Actual 21%</i> ) set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$28,900	\$28,900
8. Total of Actual Set-aside of both allocations			\$104,669

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy:

## APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

### General Expectations

Manhattan Bridges High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### Description of How School Will Implement Required Parental Involvement Policy Components

1. Manhattan Bridges High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: All communication with parents will be conducted in Spanish; parents will be informed of school activities; parents will participate of the school’s leadership team, and develop the CEP in conjunction with the school.
2. Manhattan Bridges High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents will participate in the development of periodic assessments and quality school reviews.

**APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued***

3. Manhattan Bridges High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: All calendars will reflect parent's association meetings, SLT meeting and others. The parent coordinator will ensure that parents are notified of all and supported in the school.
4. Manhattan Bridges High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parent's Literacy Program, by: This program will provide ESL and technology literacy to parents to support their growth and their children's learning.
5. Manhattan Bridges High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Frequent evaluation will be made after each activity, workshop or training. Surveys forms will be sent home for parents to evaluate school's outreach. The Parent Coordinator will be responsible to conducting and compiling the results of the evaluation and sharing it with the principal, the SLT and PA. Parents will use the results of evaluation to build capacity and work with the school in developing programs for the school
6. Manhattan Bridges High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Parents will receive workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents will receive written communication, workshops, conferences and one-on-one assistance on assessments.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Providing written communication, conferences, workshop and one-on-one assistance and information.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such

#### APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: making this information readily available to parents.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: parents will receive communication in Spanish of all school activities and programs and of their child's academic progress.

#### Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### Adoption

#### APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team meetings. This policy was adopted by the Manhattan Bridges High School on 05/25/08 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 28, 2009.

3. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

*Explanation:* Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

#### School-Parent Compact:

Manhattan Bridges High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) all students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

#### **Required School-Parent Compact Provisions**

#### School Responsibilities

Manhattan Bridges High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will develop a high-quality curriculum and instruction that is directly linked to the standards, teachers will receive professional developed in the areas of lesson planning, reading and writing across the curriculum and scaffolding instruction for ELL.

#### APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – *Continued*

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: The school will hold a series of parent's conferences, such as Curriculum Night, "Have breakfast with the principal, literacy workshops, in addition to two annual parent-teacher conferences.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will receive four progress reports and two final grades report a year. In addition, parents will receive notification of their child's periodic assessment in ELA and math, five times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will have access to the principal, the assistant principal, the parent coordinator and the guidance counselors. Teachers will become available for conference.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: activities will be arranged for parents to participate in class trips, conferences or for parents in special occasions to visit a class. Parents will also be invited to participate in class projects. Parents will continue to be encouraged to participate in schoolwide activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs for all students, and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

**APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – Continued**

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Participate of workshops, conferences and activities organized by the school to promote literacy, English language development, technology and citizenship

**Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 60 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **See needs assessment section**
  - a. Review of school's Progress Report
  - b. Review the results of the School Quality Review to assess the school's practices and their effectiveness
  - c. Review of the school's data on attendance and scholarship reports
  - d. Review of cohort data
  - e. Information gathered from parents, students and staff surveys
  - f. Information gathered in staff, students' and parent's meetings
  
2. Schoolwide reform strategies that: **See school description**
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
  
3. Instruction by highly qualified staff.

All classes will be taught by licensed teachers in the respective areas.
  
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

On-going professional development in reading and writing across the curriculum, standards-based curriculum planning, QTEL (Quality Teaching of English Learners), UBD (Understanding by Design), integration of the arts through the curriculum, using technology as a tool, integration of the arts effective discipline management strategies, differentiation, data management and assessments.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Recruit at universities and colleges, websites, New Visions, DOE's HR, and participate of citywide job fairs.

6. Strategies to increase parental involvement through means such as family literacy services.  
Family Literacy Program that will promote ESL and technology for all parents to participate. Workshops on parenting, immigration law, and safety and security.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
NA
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - a. Teachers participate in establishing the goals for the school
  - b. Each department make needs assessments that will allow the school to focus the attention on instruction and providing students with good instruction
  - c. Teachers participate in committees and in the SLT
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - a. All students receive placement examinations in Spanish, ESL, and math
  - b. All newly arrived students are tested in LAB-R
  - c. All ELL are tested by the NYSESLAT
  - d. SIFE receive additional support in NLA and ESL
  - e. Newcomers are enrolled in extended day ESL/NLA class
  - f. All ELL receive an additional ESL support class
  - g. Regents prep classes are provide as an additional support in the afternoon and in Saturday School
  - h. A comprehensive tutoring and homework help program provides students additional support
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school participates of all Federal, State and local services available to meet the needs of the students. Parents are advised of these services through PA conferences, during guidance conferences, parent-teacher conferences and in monthly newsletters.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS - **NA**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**NA**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**NA**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling,

handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal and Leadership Development Facilitator from the SSO New Visions for Public Schools used a Classroom Walkthrough Tool to observe classes and collect extensive data on:

- State Standards addressed
- Teacher methodology
- Level of critical thinking demanded
- Technologies used for presentation and student activities
- Quality of student engagement

Their findings surfaced similar findings about curriculum planning to the State's, with a good number of exceptions, where best practices were observed.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable to a certain extent  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While one cannot point entirely to curriculum planning for the downturn in student achievement on the ELA Regents Examination in 2009, compared to in 2008, and must also look at a change in student demographics, this change in data is significant and points to taking a deeper look at and more directed action in curriculum planning.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

To address these issues the school:

- Hired a new assistant principal to work intensively with teachers on planning and implementing instruction that is structured to produce student outcomes aligned with State Standards for content **and** skills, especially for ELA and ESL.
  - Is developing a genre study assessment in collaboration with a professional developer to surface student issues in writing skills and inform curriculum planning.
  - Provides time and coaching for teachers to collaborate to align curriculum horizontally and vertically, particularly in ELA/ESL/NLA.
  - Will highlight best practices during two Share-Days
- 

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal and Leadership Development Facilitator from the SSO New Visions for Public Schools used a Classroom Walkthrough Tool to observe classes and collect extensive data on:

- State Standards addressed
- Teacher methodology
- Level of critical thinking demanded
- Technologies used for presentation and student activities
- Quality of student engagement

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Student performance in Math met State Standards and has exceeded the Annual Measurable Objective for 2009-2010 already.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. NA

**KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal and Leadership Development Facilitator from the SSO New Visions for Public Schools used a Classroom Walkthrough Tool to observe classes and collect extensive data on:

- State Standards addressed
- Teacher methodology
- Level of critical thinking demanded
- Technologies used for presentation and student activities
- Quality of student engagement

Their findings surfaced similar findings about instruction to the State's, with a good number of exceptions, where best practices were observed.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While one cannot point entirely to instruction for the downturn in student achievement on the ELA Regents Examination in 2009, compared to in 2008, and must also look at a change in student demographics, this change in data is significant and points to taking a deeper look at and more directed action in curriculum planning

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Assistant Principal and Principal Resident use New Visions Classroom Walkthrough Tool to collect data on current instructional practice.
- Assistant Principal and Principal Resident consistently observe classes and provide professional development and coaching to teachers in structuring lessons for student outcomes based in current research on differentiation and literacy development.
- Contracted with Kaplan to provide professional development to 10<sup>th</sup> grade teachers in tracking student academic skills development.
- Applied for a SIFE/Long-term ELL grant to provide additional support to students and support additional professional development in instruction.
- Will provide professional development in UBD, which calls for alignment with Standards, attention to skills development, critical thinking and rigor and hold teachers accountable for implementing lessons learned in their practice.
- Will provide time and coaching for teachers to engage in lesson studies and inter-visitations

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Adherence to curriculum pacing will indicate that the amount of time spent on academic instruction is appropriate
- Informal survey of teachers as to the percentage of direct instruction in their classrooms
- Passing percentages in classes and Regents should be an indicator of student's engagement, given that Math grading policies in the department all have over 50% dependence on test results.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- Classroom practices should also illuminate percentages of direct instruction time
- Technology usage in the classroom will be evaluated by intervisitation

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Technology usage is common in Math classrooms: Smartboards are used daily; graphing calculators are available to our students daily; internet is used regularly for teaching, including the Regents prep site and videos from jmap; Sketchpad is used for geometrical concepts.
- Our informal survey indicates that Math teachers, on average, spend at most 50% of their classroom time on direct instruction.
- Pacing suggested with the state mandated curriculums are followed. Teachers who teach classes at the same levels interact frequently to keep similar pacing.
- Passing rates in classes and Regents indicate high level of academic instruction and students engagement
- Common Math classroom practices which are not direct instructions include:
  - Problem of the Day – group or whole-class task
  - Projects and presentations are a common practice per Marking Period
  - Group work is an integral part of daily lessons, either as a separate class activity or integrated into the lessons
  - Real-life applications of math concepts are an integral part of Math lessons
  - Technology used is integrated into the classes

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We retained all ELA teachers from last year, and all academic teachers, besides one who retired. Our only new hire for an academic line is a Social Studies teacher with five years' experience. Teachers feel supported as evidenced by the NYCDOE Learning Environment Survey.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We noted an upturn in student credit accumulation in the 9<sup>th</sup> grade – over 90%, because the 9<sup>th</sup> grade ELA teachers have had two years to collaborate and align curriculum. This finding is informing how we structure programming for student achievement to maintain teacher stability per grade.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. NA

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All ESL and ELA teachers have had QTEL training.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school has a PD Plan set by growth plans set by teachers, the principal and assistant principal. Teachers' goals drive the PD plan. The PD Plan is differentiated by teacher needs. All of our teachers have participated of QTEL and balanced literacy PD provided by OELL and districts. During growth plan meetings the principal and the teacher establish the PD activities for the year. The team engages in school-wide PD activities when appropriate, for example, the school is studying together how to develop unit and lesson plans structured to develop students' academic skills and improve achievement outcomes.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. This finding is extremely relevant to our school's educational program. NYSESLAT scores drive the placement of students in ESL classes in our school.

Disaggregated testing data is reported to teachers, students and parents in a timely manner and used to inform instruction and data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school serves an all ELL student-body.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. – NA

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Although our school as only 5 students with IEP, teacher would like more PD on differentiation and alignment of instruction with IEP goals. Teachers have determined that System 44 supports students with low level literacy.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special education students do have difficulties accessing understanding and learning key skills in content area classes as evidenced by credit accumulation and Regents data. Teachers, while motivated and willing, do struggle with trying to develop accommodations in mainstream classes.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The 6 credits of special education graduate school required for teachers is not enough training for teachers to use to best effect in classes. We do have a special educator in school, which pushes into CTT classes and is available to work with teachers to develop accommodations for students with IEPs. Additional support from central would be helpful to address this issue.

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Teachers are determined to learn more about differentiation and alignment of instruction with IEP goals. Because the entire school student population are ELL, 41% of whom are SIFE, we have learned to scaffold instruction for all students. We provide System 44 training to students with low level literacy.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Even with all of the expertise being gained by classroom teachers on how to scaffold instruction, students with IEPs needs are not necessarily being met optimally.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Additional training is necessary. Support from central would be useful.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have five students in temporary housing.

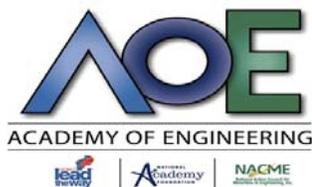
2. Please describe the services you are planning to provide to the STH population.

We are providing individual counseling. Based on guidance reviews to determine whether students are successfully accumulating credits, attending regularly, and passing Regents exams to determine what academic intervention services to provide.

### **Part B: FOR NON-TITLE I SCHOOLS - NA**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs

4. assistance in identifying resources to assist STH students, please contact an STH liaison in the



525 West 50th Street, Suite 370  
New York, NY 10019

Phone: 212-757-5274  
Fax: 212-757-5411

Kathy Fine, Assistant Principal  
Georges Mathieu, Assistant Principal  
Pablo Villavicencio, Principal Resident



## **Language Allocation Policy Narrative** **2009-2010**

### **Part 1: School ELL Profile**

#### **A: Language Allocation Policy (LAP) Team Composition:**

- Mirza Sánchez-Medina, Principal
- Kathy Fine, Assistant Principal
- Pablo Villavicencio, Principal Intern
- Eva Sievert, Bilingual Coordinator
- Marangelitza Rivera, Science Teacher
- Izagma Alonso, Math Teacher
- Rob Shand, Social Studies Teacher
- Grace Ojeda, Parent Coordinator
- Diego Pauta, Parent
- María del Carmen Díaz, Special Education Teacher
- Mirian Lucas, Guidance Counselor

#### **B: Teacher Qualifications:**

After writing last year's LAP, the school encouraged all teachers to pursue additional certifications or extensions. Thirteen teachers are certified in ESL, five content area teachers have bilingual extensions, 1 special education teacher has a bilingual extension, and four teachers are certified in Spanish NLA. In addition to the teachers who already have extensions, bilingual licenses and dual certification a number of teachers are in the process of acquiring extensions or additional licenses. Of the eleven teachers without ESL or bilingual extension, two math teachers took and passed the Bilingual Education Assessment – Spanish (BEA). In addition, a science teacher and two ELA teachers are completing coursework towards ESL certification. Administration and department leaders continue to encourage teachers to augment their current certification.

#### **C: School Demographics**

Manhattan Bridges has student population comprised of 80% English Language Learners (ELLs) and 19% former ELLs. The remaining students are native speakers of Spanish who tested out of ESL services via the LAB-R.

### **Part II: ELL Identification Process**

### **1. Possible ELLs**

Our articulation process includes bringing information about our Transitional Bilingual Educational (TBE) and Dual Language (DL) programs to and number of middle schools and encouraging them to bring students here for a visit. All the families of all students accepted before the beginning of the school year are invited to orientation sessions which include information on these two programs. These sessions are offered in Spanish. Students admitted after the start of the school year meet with a guidance counselor during the admission process. The counselor explains that the school offers both Spanish-language TBE and DL programs. Parents of students new to the system are administered the Home Language Survey (HLIS) at this point. This administration includes the informal oral interview in both English and native language, or Spanish. When the HLIS determines the student to be eligible, the bilingual coordinator, Eva Sievert administers the LAB-R within 10 days.

### **2. Program Selection**

During Parent-Teacher conferences in the early autumn, within two weeks of the start of school, parents of students new to the system are alerted to the three program choices available, TBE, Dual Language and Freestanding ESL by the parent coordinator, Grace Ojeda and the bilingual coordinator, Eva Sievert. They receive the DOE brochure describing the three language program options for ELLs. They are also offered the opportunity to view the DVD. Parents who do not attend the conference or who decide not to view the DVD at that point, receive a phone call inviting them to the school to view the DVD by appointment. Seminar (advisory) teachers help ensure that the student brings in the completed Program Selection Form for those parents who chose not to visit the school.

### **3. Entitlement and Continuation of Services Letters**

Students entitled to ELL services, as identified by LAB-R and prior NYSESLAT scores are administered the NYSESLAT each spring until they test out. During parent-teacher conferences, the bilingual coordinator distributes continuation of services letters that include the student's most recent NYSESLAT score. This gives parents the opportunity to ask questions about the NYSESLAT exam and how they can support their children's acquisition of English. Letters of Entitlement are sent out when the official LAB-R scores are released for students. The default programming for all students is in our TBE program.

### **4. Procedures to Place Students**

All verbal communication with parents is in Spanish, unless the parent requests English. Written correspondence is sent to all homes in both English and Spanish. Parent Association meetings and most parent events are held in Spanish. As our DL program grows and we have more parents of English Proficient (EP) students in the school, we will adapt the language of communication to be inclusive of any new language groups.

### **5. & 6. Trends in Program Selection & Alignment**

When entering BESIS information last year, we discovered that the parents of 9% of our students had originally requested an ESL-only program when their children entered the system. However, in response to letters of continuation of services and meetings with parents, the trend in program selection has been almost exclusively TBE. If at least a minimum of 15 parents requested the Freestanding ESL program, we would revisit this issue and make accommodations. This year, for the first time, we are offering a Dual Language program based on parent requests in past years – last year five (5) parents of incoming students put DL as their first choice. In addition to parent requests, a number of middle schools with dual language programs were excited to hear that there is a Spanish-English Dual Language option for their students who want to continue learning in both languages.

## **Part III: School ELL Profile**

### **1. Delivery of Instruction**

The organizational model at MBHS is departmental. All ESL classes are self-contained. Students are programmed with their grade level cohort. Classes are loosely heterogeneous, except for in ESL/ELA, where students are programmed according to Beginner, Intermediate or Advanced NYSESLAT scores. All 415 ELL students receive a minimum of eight self-contained fifty-minute periods a week that combine ELA and ESL instruction, for a total of 400 minutes of instruction. These classes are programmed by cohort and ESL. The curriculum is divided into six genre units, one for each marking period, which aligns with NYS standards and spiral to prepare students for the ELA Regents exam. For these classes, students at the beginning level have teachers with ESL certification; more advanced students have teachers with both ESL and ELA certification. Students with a beginning level of English, as measured by the NYSESLAT, have additional ESL support classes in either grammar, Art through ESL or System 44 (for students who need support decoding) for a total of 200 additional minutes per week, thus receive a total of 600 minutes, which exceeds the mandated 540 minutes of ESL instruction for beginners.

### **2. Meeting Mandated Instructional Minutes**

Manhattan Bridges serves 109 ninth grade, 139 tenth grade, 92 eleventh grade and 67 twelfth grade ELLs. The TBE program serves a total of 337 students. The Dual Language program serves a total of 55 ELLs. ESL instruction is provided by ESL teachers or teachers dually certified in both ELA and ESL. The advanced 12<sup>th</sup> graders have an ELA teacher without ESL certification but they have at least one additional class with an ESL certified teacher: ESL through Art, ELA Regents preparation or SAT preparation.

Native Language Arts is integrated with Global Studies in 9<sup>th</sup> and 10<sup>th</sup> grade Humanities courses. These courses are taught by teachers with Spanish licenses in the 9<sup>th</sup> grade year and teachers with Social Studies licenses in the 10<sup>th</sup> grade but the curriculum developed collaboratively. In the TBE program, the Humanities course is taught entirely in Spanish. In the DL program, the language of instruction depends on the unit. Units alternate to ensure that students receive instruction in English and Spanish. All students take a Spanish Literature course in the eleventh grade and AP Spanish Language and Literature are 12<sup>th</sup> grade elective courses.

### **3. Content Area Instruction**

#### **School-wide Instructional Methodology to Support Development of Content Area and Language Skills:**

- Teachers in all content areas are using UBD to design engaging curriculum that develops content knowledge, enduring understandings, and language and academic skills.
- Read alouds and shared reading
- Student accountability for learning from fellow students' oral presentations; e.g.; note-taking, quizzes
- Practice of asking students to reflect on what fellow students have shared aloud
- AVID note-taking practices promoted school-wide in College and Career Seminar
- Mock Regents exams
- Turn and talk
- Peer interviews
- Debates in all subject areas
- Oral presentation projects

- Two 40 minute periods of silent, sustained reading a week to develop interest and stamina.
- Attention to vocabulary development in all content-area classes
- System 44 reading program for students identified as having low literacy
- ESL support classes with targeted independent reading interventions.
- Teacher collaboration on targeted reading instruction strategies and reflection on results
- Reading workshop model strategies
- QTEL strategies used to scaffold teaching of reading
- Providing NLA instruction and support to develop literacy skills that transfer to English
- Native Language support classes provided to SIFE students during “0” period.
- System 44 Reading Program

- Free-writing and journaling in College and Career Seminars
- Spiraling curriculum to promote student development of literary genre writing activities aligned to NYS ELA standards
- Scaffolded, intentional teaching of writing skills such as developing a controlling idea, using transitions.
- Direct instruction, opportunity for practice and provision of clear feedback on student structuring of sentences, paragraph responses to literature
- Study of grammatical structures in context of proofreading one’s work

### **Dual Language**

In the DL program, 54 students receive 50% of their instruction in each language. Twenty-four of these students are Latino ELLS; thirty-one are heritage Latino English proficient students.. As far as we can surmise from Home Language surveys, none of the DL students speak a third language. This is the pilot year of the program so we are still determining how to deliver instruction most effectively to our students. At first, we scheduled the language division by content area. In Global Studies, we are moving to a unit-by-unit language model, in which a unit in English will be followed by a unit in Spanish. We thought we might do this in all content areas, but realized we had to build teacher capacity before we could successfully achieve this in science. Therefore, to maintain the even distribution of instructional language, we revert to a content-based division of languages for math and science: math class with instruction in English and science class with instruction in Spanish.

### **Transitional Bilingual Education**

407 students are served by the TBE program at MBHS: 109 in the ninth grade, 139 in the tenth grade, 92 in the eleventh grade and 67 in the 12<sup>th</sup> grade. Within each content area class, we might have students with a variety of English proficiency levels. This makes meeting language requirements for all students a delicate act of differentiation. On the large scale, we have more students with a beginning English level in the lower grades and so the content area classes tend towards a higher percentage of Spanish language instruction. The science department tends to use the “sandwich” model of opening and closing the class in English while giving the majority of instruction in Spanish. However, as noted early, this must be differentiated as appropriate to the English proficiency levels of the students in each class. Broadly speaking, it is possible to generalize that there is a great percentage of English language instruction in the content classes in the upper grades (US History, Chemistry, Government, etc) than in the lower grade content classes (Humanities, Living Environment, Algebra).

## **4. Differentiation for ELL subgroups**

### **Home Language Breakdown**

All MBHS students speak Spanish as their home language or are heritage Spanish language speakers and/or learners.

## **SIFE**

113 of our students have been identified as SIFE. In addition, we provide interventions to students who have low native-language literacy who are not identified as SIFE. Depending on the student, these interventions may include placement in specific groups of Humanities or Spanish writing courses, System 44 classes for decoding and phonics development, and/or extended day programming, including Native Language, Global Studies and Math support classes provided to SIFE students during "0" period and on Saturdays, as well as a drama program. We applied for and were granted additional tax-levy money to develop differentiated curriculum for SIFE students.

## **Newcomers**

Our school is specifically designed to serve our 233 newcomers (1-3 years). In 9th and 10th grade, students take Humanities, Math, and Science in Spanish. They are leveled for ESL/ELA. We offer additional support in English grammar, ELA Regents preparation, and SAT preparation both during the regular school day and in extended-day programs. We also purchased Rosetta Stone licenses and appropriate headphones using last year's ELL Success Grant specifically as an intervention for Newcomers.

## **ELLs 4-6 years**

Our TBE program provides these 149 students with supports in both Native and English language development. Literacy development in both languages is the crux of our school's mission. Since they are the bulk of our student population, the major initiatives of school improvement are designed with these students in mind.

## **Long-Term ELLs**

About ten percent of our school's ELL population (43 students) is Long Term ELLs (LTE). The needs of these students and the resulting interventions vary. For some we work on developing native language literacy, others are in System 44 classes, and for still others we focus on English language development and preparation for the ELA regents. A few of these students receive all these interventions.

## **ELLs with Special Needs**

An effect of being a school designed for newcomers, is that few of our students with special needs have been in the system long enough to be identified. However, we currently have four students with IEPs. We provide students with resource room services during the seminar (advisory) period and special education push-in support as indicated on their IEPs.

### **5. Targeted Intervention Programs**

As the majority of our students are ELLs, therefore all our tutoring and enrichment programs are for ELLs (or former ELLs). Math programs include Saturday and lunchtime tutoring as well as an SAT math preparation class during the regular school day, as well as a Math B Regents preparation program on Saturdays. English programs include ELA Regents preparation and English SAT prep classes during both the regular and extended day. System 44 is for ELLs who need targeted support in decoding English. We offer a NLA writing class for SIFE students and students struggling with Spanish literacy.

### **6. Transitional Support for Proficient Students**

All programs and supports available to our ELLs are also available to former ELLs. New ninth graders for School Year 2009 participated in a four week Summer Bridge program to help them transition to Manhattan Bridges and the Academy of Engineering Program. All students participate in a College and Career Readiness Seminar five days a

### **7. New Programs/Services**

All of our 9<sup>th</sup> graders are part of an Academy; either an Engineering Academy or an Information Technology Academy. They are all taking the two-semester Principals of Engineering course this year. Using ELL Success Grant funds we purchased Rosetta Stone licenses that students started to use at the end of last year. We are especially hopeful about Rosetta Stone as a tool for newcomers who need to build basic communicative skills and develop a functional vocabulary.

### **8. Discontinued Services**

For a year and a half we tried to incorporate the WILSON program to support SIFE students. Last year, we purchased System 44 which we hope will be a stronger support in developing decoding skills and, therefore, discontinued WILSON. Last year we were able to have both Repertorio Español and Teatro Circulo offer theater workshops through funds from the ELL Success Grant. With this years budget cuts it is unlikely that we will be able to offer these phenomenal activities.

### **9. Equal Access**

Because the majority of our students are ELLs and the rest are former ELLs, they have access to all school resources – moreover our materials and technology were purchased with ELLs in mind.

### **10. Instructional Materials and Technology**

The school has six Dell laptop carts and one Mac cart. Every classroom has a SmartBoard. In addition, the Engineering Academy allows students to use engineering-specific software and several construction materials. Textbooks and trade books are ordered with NYSTL and grant funds to offer our students a variety of quality texts in a wide range of reading levels in both English and Spanish.

### **11. Native Language Support**

The delivery of NL support varies with grade, student proficiency level and content area. For example, in the ninth grade Humanities classes the curriculum is planned backwards so that by the end of the year students can write a strong expository essay in Spanish. The year-long scaffolding process includes sentence and paragraph structure and reading comprehension strategies. In other content areas and grades, it may include providing students with texts in both languages.

### **12. Alignment of Support Services and Students Ages**

As a high school, we are geared towards supporting adolescents. There are a few materials in the school, such as picture books, which are also appropriate for younger students but they are only one of many options that students have for independent reading. Software and other technological resources are geared at adolescents when possible or, in some case, adults when no adolescent-specific software was available (Rosetta Stone, Focus on Grammar).

### **13. Activities before the School Year**

This past summer, we offered a summer bridge program that included math and engineering classes. This program was primarily attended by students who attended middle school in New York City but many of them were ELLs.

### **14. Language Electives**

The language electives offered at Manhattan Bridges are AP Spanish Language and AP Spanish Literature. This year we have two sections of each course. We do not currently have the resources to offer electives in additional languages.

## **Dual Language Program**

### **1. Time in Target Language**

Approximately half of the instructional time (54% English, 46% Spanish) is spent in each language. Students have 32 50-minute and five 40-minute instructional periods each week, not including PE class which meets an additional two hours per week. Students receive instruction in English for 20 of these periods and in Spanish for the remaining 17.

### **2. Integrated vs. Separate**

ELLs and EP students are integrated in all classes.

### **3. Separation of Language for Instruction**

Language is primarily separated by content and teacher. For example, Living Environment is taught in Spanish by Ms. Rivera. However, we are exploring the advantages and challenges of separating the language of instruction by unit.

### **4. Dual Language Model**

The DL program is currently a self-contained program.

### **5. Emergent Literacy**

Not applicable to our current program population (9<sup>th</sup> grade).

## **Professional Development and Support Staff**

### **1. PD Plan for all ELL and other personnel**

As a largely TBE school, our professional development has always focused on improving literacy in both languages. This year, we are working on several initiatives including a Seminar curriculum that includes at least two days of week of Sustained Silent Reading (SSR) and a school wide focus on preparing students to be successful on the ELA Regents exam. Teachers are involved in Professional Development activities in professional planning periods, grade team level meetings, seminar curriculum development meetings, department and faculty meetings a minimum of three hours a week. Our new AP of ESL Supervision is involved in the planning, facilitation and delivery of at least one to two two-hour professional development meetings per month. All of these various meetings are geared towards meeting the specific language and academic needs of our sub-groups, so all teachers easily meet the required 7.5 hours of ELL training over the course of the school year. The assistant principals maintain files of attendance and agendas for these various meetings.

### **2. Support in Transitions (Middle School to High School, High School to College)**

We supported a Summer Bridge program for incoming 9<sup>th</sup> graders to help orient the students to Manhattan Bridges High School. During this time, the assistant principal, licensed in ESL, played a role in working with teachers to make accommodations for ESL and bilingual students.

All grade 9 – 12 ELL students are registered in College and Career Seminar, a spiraling youth development, study skills and college/career readiness class that meets forty minutes a day, five days a week. Teachers use Roads to Success Curriculum, for which they received three hours of professional development during Summer PD. In addition, the AP of ESL supervision facilitates teachers' meeting in grade level teams once a month to share best practices and collaborate on planning for the coming month.

## **Parent Involvement**

### **1. Parent Involvement**

Over the last year, with the arrival of a new parent coordinator, parent participation has steadily improved. We had our best Parent-Teacher Conference attendance to date this year. Workshops offered to parents have included cultural events such as theatre trips, arts and crafts activities (jewelry making) and workshops on citizenship and financial aid procedures for college.

### **2. Partnerships with CBO's**

Our academy partnerships are currently our most prominent: the National Academy Foundation (NAF), National Action Council for Minorities in Engineering (NACME) and Project Lead the Way (PLTW). Working with these organizations, we recently hosted a "Noche de Ciencias" event for students and parents to explore career options in science.

### **3. Evaluation of Parent Needs**

Our guidance counselors and parent coordinator work closely with parents to ensure they have the information they need to support their children's education. In terms of offering workshops to parents, we have received suggestions from parents, offers of grants or support from outside organizations and had faculty members suggest events. Also, the School Environment Survey helped to inform us about how we can better serve the parents of our students.

### **4. Parental Involvement Activities**

At the financial aid workshop, families bring their financial documents and we actually help them through the process of completing the financial aid form on line. The citizenship workshop appealed to the needs of one group of parents, cultural events to another. Despite being almost all Spanish-speaking recent immigrants, the parents of our students have diverse needs and we are constantly looking to address the ones that will most benefit our students.

## **Part IV: Assessment Analysis**

### **1. Data Patterns & 3. Patterns Across Grade Levels**

86 out of 107 beginner English learners, as assessed by the NYSESLAT, are in the 9<sup>th</sup> and 10<sup>th</sup> grades which makes sense both because that is where newly admitted students are placed and because language and literacy skills necessary for the Global History exams keep severely struggling students from entering the 11<sup>th</sup> grade. 213 students test as Intermediate ELLs on the NYSESLAT. As students move up through the grades, those with more advanced English tend to test out of services. Only five of our 12<sup>th</sup> graders are beginners, however, their English proficiency level represents a huge obstacle to graduation.

We do not administer the ELE.

52 of 123 of this current year's Seniors passed the Spanish version Global History and Geography exam, which they took in and 49 out of 75 passed the Spanish version of the US History and Government examination. Only 9 out of 82 students tested on the ELA Regents passed last June. These numbers inform our decision to focus on the passing of the ELA Regents as a priority this year.

## **2. Effect on Instructional Decisions**

Across grade levels, our students find the reading and writing tasks on the NYSESLAT exam more challenging than the listening and speaking tasks. For example, in the ninth grade, 91 students scored as Beginner ELLs on the NYSESLAT in grades 9 – 12, in comparison with 37 students in grades 9 – 12 who scored as Beginner ELLs in Listening and Speaking. This is somewhat logical as literacy development often lags behind oral language acquisition. However, since our students will need well-developed English literacy skills in order to pass the ELA Regents exam, it is obvious that we need to focus instruction on literacy development. Because of this, we have moved to a DYO assessment of writing in different genres, to gather data on what students' specific difficulties are. An Inquiry Team last year determined that students had a difficult time maintaining a controlling idea in their writing, so all ELA teachers have been designing curriculum with this learning objective in mind.

## **3. See Above**

## **4. Using the ELL Periodic Instruction Results**

We have found the ELL Periodic Assessments to have little instructional value. They give us a general proficiency level without pointing to specific learning objectives or standards that would help us better serve our students. Both the Scantron Performance Series reading test and our DYO timed writing periodic assessments give us data that more specifically pinpoints what students have already mastered and what they still need to learn.

The AP of ESL Supervision meets once to twice a month for two hours with the ELA department to oversee the DYO genre study assessments – design, implementation, scoring and evaluation. This process has been very illuminating. For example, when teachers gave an assessment on response to literature, they found that in general students were able to write a summary of their reading, but had difficulties in writing about the author's literary techniques. Teachers found looking at student work as a group to be illuminating, because it pointed out the gaps in their teaching. Once gaps have been identified, the AP ESL works with the teachers to identify best practices for addressing these gaps.

We have also brought the NLA Spanish teachers into this process by asking them to give similar assessments in native language. They will be administering a mock "ELA Regents Exam" by constructing a similar exam in Spanish, so that students who may not yet have facility in English language will be learning the literacy skills necessary for success on this exam in their native language. The purpose is to teach transferable skills in native language.

## **5. Dual Language Program**

### **a. Assessing EPs in the Target Language**

Target Language Spanish: We administer the Spanish Regents during January and June of the 9<sup>th</sup> grade to all students. The Regents tests will be used to determine the progress of our DL students' Spanish language skills during our first year of this pilot program. In addition, a Spanish Diagnostic and End of Year in-house assessment will be used to assess EPs in the target language of Spanish.

**b. Level of Target Language for EPs**

All students were administered a Spanish Language diagnostic during the summer or at the beginning of the academic year. While five (5) of the EPs in our DL program are at grade level in Spanish, the other 26 students range from a fifth to eighth grade reading level in Spanish: 10 are at a fifth grade reading level; 9 at a sixth grade reading level; 6 at seventh grade level; and 1 at an eighth grade level.

**c. EP State and City Assessment Performance**

This is our first year of the DL pilot program, with one grade level. To date, our students have not taken State and City Assessments.

**6. Evaluation of our Program for ELLs**

We look to the NYSESLAT, ELA Regents results and graduation rate to determine how successful we are serving ELLs. Last year, we ran an Inquiry to work with students who had stalled for more than three years at the Beginner or Intermediate level on the NYSESLAT. These students were placed in an Advisory together and their Advisory teacher worked with them on literacy skills. 75% of these students went up one level on the NYSESLAT after this treatment. This is one of the reasons we determined to strengthen the advisory program in the College and Career Seminar. We will evaluate the extent of measurable language acquisition results at the end of this year by looking at NYSESLAT scores.

Last year's graduation rate of 60%, although still much higher than the state's ELL graduation rate of 24%, was a disappointment. The ELA Regents results from last June, was strongly connected to this diminished graduation rate. It is for this reason that we have made a school-wide focus on the ELA Regents a CEP priority this year.