



**MANHATTAN BRIDGES HIGH SCHOOL**

**2010 - 2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL:** **02M542**  
**ADDRESS:** **525 WEST 50<sup>TH</sup> STREET, NEW YORK, NY 10019**  
**TELEPHONE:** (212) 757-5274  
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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:** Dilvia Gutierrez

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 02      **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

**NETWORK LEADER:** Derek Smith

**SUPERINTENDENT:** Elaine Gorman

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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 Sanchez Medina	*Principal or Designee	
Maria Diaz	*UFT Chapter Chairperson or Designee	
Diego Pauta	*PA/PTA President or Designated Co-President	
Dilvia Gutierrez	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	
Robert Shand	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **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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Manhattan Bridges High School's mission is to ensure that English Language Learners (ELL) and former ELLs develop the 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 developing students, who celebrate 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. We provide students an academic program that integrates literacy, critical-thinking and content skills in a rigorous curriculum.

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 for 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 and Academy of Integrated Technology, designed to enhance curricular academic rigor.

The school's partnerships support the integration of the arts through the curriculum and provide professional development opportunities and residencies with organizations such as Ballet Hispanico, Repertorio Espanol, Roundabout Theatre and Flamenco Vivo. We have also partnered with College for Every Student, a college preparatory and community-service program that fosters student leadership, citizenship and academic development.

We highly value professional development through collaboration. Teachers meet in grade teams, seminar advisory teams, and department teams to analyze assessment, attendance data, Progress Report, Datacatation and ARIS data and set progress goals. In order to improve design and delivery of instruction, teachers work in teams with colleagues to collaborate on developing curriculum maps, units, and lessons, based in core standards and on analysis of student work and results. We are strengthening our College and Career Seminar program in support of promoting a school-wide culture of academic success. Teachers collaborate to develop a cohesive curriculum from grades nine to twelve that develops students' literacy, study skills, fund of knowledge about current events, and college and career awareness.

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, Financial Aid Workshops, Curriculum Night, 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.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					86.5	85.5	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.7	93.1	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					83.5	83.5	93.8		
Grade 8									
Grade 9	140	132	153	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	167	158	160	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	65	112	106		2	148	TBD		
Grade 12	97	73	90						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	469	475	509		101	95	22		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	TBD		
Number all others	0	1	5	Superintendent Suspensions	2	2	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	419	416	401	CTE Program Participants	0	0	0
# in Dual Lang. Programs			24	Early College HS Participants	0	0	0
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	35	TBD
<b>Overage Students</b>				Number of Administrators and Other Professionals	11	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.7	100.0	TBD
American Indian or Alaska Native	0.0	0.2	0.0	Percent more than two years teaching in this school	46.7	42.9	TBD
Black or African American	0.4	0.6	0.0	Percent more than five years teaching anywhere	33.3	42.9	TBD
Hispanic or Latino	99.6	99.2	100				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0	Percent Masters Degree or higher	83.0	77.0	TBD
White	0.0	0.0	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	82.1	TBD
Multi-racial							
<b>Male</b>	50.3	51.6	53.8				
<b>Female</b>	49.7	48.4	46.2				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	x
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				X	✓	✓	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino				X	✓		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient				X	✓		
Economically Disadvantaged				X	✓		
<b>Student groups making AYP in each subject</b>				0	4	1	

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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>	
<b>Overall Score</b>	76.3	<b>Quality Statement Scores:</b>	NR
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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/Teacher 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 your school's 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?
- 

### **Student Performance Trends**

Credit accumulation in the 10<sup>th</sup> grade improved significantly due to the changes we made in programming.

- The overall ELA Regents pass rate and student scores in school year 2009-2010 rose significantly higher than in school year 2008-2009 due to changes in programming to give students more time with one teacher responsible for their achievement, and the teacher development of strategies to improve students' writing, based on analysis of DY0 assessment student work and results. Only seventeen rising seniors scored above 65 in 2009, with only one scoring above 75. At the end of this school year, fifty-seven rising seniors scored above 65, twenty-two of whom scored above 75.
- Scores and pass rates rose 15% in the Global History Regents, as well, we believe because of the increased focus on integrating literacy skills in native language in the Humanities curriculum.
- American History Regents scores continue to steadily climb with a total of 87% present who scored above 55 and 77% who scored above 65.
- MBHS met AMO in math even before SY09-10 began.
- Living Environment, Chemistry and Earth Science Regents pass rate were lower than in the past.
- Math Regents pass rates were lower than in the past.

### **Greatest Accomplishments Over the Last Couple of Years**

- Attendance rose approximately 3.5 percentage points this year due to focused efforts by the Attendance Team and the attention paid to it in Seminar classes and school assemblies.
- Manhattan Bridges has consistently made AMO in Math.
- Consistent grade of A on Progress Report.
- SIFE student improved results in ELA virtually indistinguishable from general population's this year.

### **Significant aids to the school's continuous improvement:**

- Focus on backwards curriculum development and design to foster student critical thinking, literacy and study skills in the content areas.
- Datacation – ease of use for access to school data.
- Institution of silent reading program last year to develop student literacy habits and skills.
- College for Every Student – peer mentoring, college awareness and community service program
- Common assessments being developed and implemented in all content areas.

**Barriers to the school’s continuous improvement:**

- Increasing population in space too small to accommodate it.
- Limited and shrinking resources.
- Internet connectivity issues.

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) met in the beginning of June. The team reflected on the successes and areas in need of improvement from the 2009-2010 school year. Based on guidance from the Cabinet and input from the School Leadership Team, the C&I team crafted proposals for goals for the school year.

The team 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.

Manhattan Bridges High School enters the 2010-2011 school year with a strong record of accomplishments but facing many new challenges. A major need in the school is continuing to improve the quality of instruction to meet accountability standards, to revise programming to ensure student needs are met, and balancing very limited resources. In SY 09-10 we developed a student program which built in greater opportunities to accrue more credits and to provide additional instruction in ELA, to improve credit accumulation and ELA Regents scores. The program was very successful in meeting these goals. The results in math, which have historically been excellent at Manhattan Bridges, held steady, but there is concern that the current 9<sup>th</sup> grade students may potentially not show results even with students in past years, because the amount of seat time they had was reduced this year with the advent of a new program. The preliminary results for math and science show a potential downturn in student pass rate and score.

The C&I team has reflected on how to build upon the school’s instructional strengths to improve student achievement on the Regents exams; 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 regarding student Regents pass rate. 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.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**Overall, we have determined that we want to develop a greater coherence across all teams, grade, department and youth development. It is with this understanding in mind that we developed the following goals:**

**Goal 1 – To develop early interventions for students who are failing classes**

**Measurement: The number of students promoted from the 9<sup>th</sup> to 10<sup>th</sup> grade will improve by 5% from June, 2010 to June 2011**

Student success in 9<sup>th</sup> grade sets the stage for long term success over their high school career. We propose that “front-loading” efforts with this cohort will pay off over their entire high school career.

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**Goal 2 – To align the coherence of the teaching of reading and writing in ELA, ESL, Spanish NLA, and Social Studies**

**Measurement: Increased scores on ELA and History Regents exams essays.**

41% of Manhattan Bridges students are Students with Interrupted Formal Education (SIFE). 90% of our students arrive in the 9<sup>th</sup> grade with English scores at Levels 1 and 2. Our students need a tremendous amount of direct, scaffolded, structured instruction in reading and writing skills. Teachers of ELA, ESL, Spanish NLA and Social Studies will develop similar terminology and rubrics for essays to reduce the “cognitive load,” to develop coherence and to reinforce skills across the school.

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**Goal 3 – Teachers improve questioning in their classes**

**Measurements:**

**Student elaboration of ideas orally and in writing as evidenced in classroom observation and student work**

**Teachers demonstrate incorporate strategies for students to elaborate their thoughts by:**

- **Developing an assessment strategy such as journaling**
- **Inviting a peer to observe and reflect on use and effectiveness of teacher strategies**
- **Observing a peer to learn from their use of strategies**
- **Inviting AP to observe lesson to provide feedback on use of strategies**

Teachers on the C & I Team have expressed the concern about students' ability to answer questions correctly, in the moment in their classes, and 1) not be able to explain how they came to their answer and 2) be unable to get to the correct answer under exam conditions. As Doug Lemov stresses in Teach Like a Champion, it is important to use "questioning to make sure that a right answer is repeatable, that is, the student knows how to get similar right answers again and again." (p. 41) Lemov also stresses that "Great teachers get students to use precise technical vocabulary" (p. 39) when they give an answer. ELLs and former ELLs need every opportunity to develop their improve language acquisition and production, which supports their development of critical thinking and analytical skills. The Team believes that by encouraging all teachers across the school to develop stronger questioning techniques to draw out student meta-cognition, students will improve their writing, problem-solving, speaking and critical thinking skills.

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#### **Goal 4 – To implement a differentiated, skills-based science curriculum**

**Measurement: Students will demonstrate progress by a 5% increase in Living Environment Regents passing rate and 7% increase in credit accumulation**

Teachers will develop an Inquiry Team to determine what difficulties the lowest third of students is having with learning the content and skills necessary for achievement in Living Environment, then develop differentiated activities students can do during class to develop the skills they need to progress.

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#### **Goal 5 – To develop curriculum aligned to Core Standards**

**Measurements: 1) Curriculum maps, units and sample lesson plans will be posted on school's EChalk website.**

**2) Increase in number of students who score 75 or above on Regents examinations**

We are committed to increasing our expectations and the rigor of the classes students take, along with the level of support we provide our students to meet the higher expectations. As mentioned in Goal 2, 41% of Manhattan Bridges students are Students with Interrupted Formal Education (SIFE). 90% of our students arrive in the 9<sup>th</sup> grade with English scores at Levels 1 and 2. Through a variety of assessments – NYSESLAT, DYO, classroom activities, analysis of student work and classroom behavior – it has become clear that students come to us without the basic organization, time management, or academic skills development necessary for high-school academic success, or college readiness. We do believe, however, that our students do come to us with age-appropriate cognition, which, if we support them in gaining the skills necessary for academic success, they can tap into to accelerate their learning and catch up to their more academically advantaged peers. It is with this in mind that we determined to send ten teachers and assistant principals to an AVID conference in July and to apply, and win, a grant from New Visions for Public Schools and to support an additional ten teachers to develop ELA, NLA, Social Studies, Science and Math curriculum aligned to Core Standards.

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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 2010-11 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, PLA, 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.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1 – To refine and develop early interventions for students who are failing classes</p> <p>Measurement: The number of students promoted from the 9<sup>th</sup> to 10<sup>th</sup> grade will improve by 5% from June, 2010 to June 2011</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>1)College for Every Student (CFES) intervention program Responsible Staff Members: Two CFES Teachers</p> <p>June/10 –</p> <ul style="list-style-type: none"> <li>- Identify 30 students in lowest third of students who fell behind credit accumulation during the 8<sup>th</sup> grade who are entering the 9<sup>th</sup> grade.</li> <li>- Program these students for CFES mentoring</li> <li>- Identify 25 peer mentors and hold orientation meeting</li> </ul> <p>July-August/10, September, and two days every marking period</p> <ul style="list-style-type: none"> <li>- Train peer mentors to work with students lagging in credit accumulation</li> </ul> <p>September/10</p> <ul style="list-style-type: none"> <li>- Alert teachers and parents of these students that they have been identified as lagging in credit accumulation and that they have been chosen to take part in CFES program to support them.</li> </ul> <p>September/10 – June/11</p> <ul style="list-style-type: none"> <li>- Student mentors work under guidance of teachers to provide tutoring, study skills coaching and encouragement to their mentees.</li> </ul> <p>Interim progress reports mid-way through each marking period</p> <ul style="list-style-type: none"> <li>- Monitor student attendance and achievement and report to student, parents and teachers.</li> <li>- Intervene with student, teacher, guidance and/or parent conferences as necessary.</li> </ul>

	<p>Every marking period</p> <ul style="list-style-type: none"> <li>- Monitor student attendance and achievement and report to student, parents, teachers and administrators.</li> <li>- Intervene with student, teacher, guidance and/or parent conferences as necessary.</li> </ul> <p>January and June Professional Development</p> <ul style="list-style-type: none"> <li>- Develop workshop to report results to school and strategies that worked and/or failed to improve results and ask teachers to reflect on how they will take what they have learned to improve their own practice</li> </ul> <p>2) The opportunity will be provided for teachers to develop one or more Inquiry Teams to analyze student work through a protocol they develop and answer the question of why students are failing to pass classes and to develop targeted early intervention and prevention strategies.</p> <p>Responsible Staff Members: Teachers in common content area planning and/or grade teams</p> <p>August - October</p> <ul style="list-style-type: none"> <li>- Common planning teams with an interest in this inquiry identify students at risk of failure in their classes as determined by assessments, prior pass rates within content area, attendance records and credit accumulation.</li> <li>- Alert teachers and parents of these students that they have been identified as lagging in credit accumulation and that they have been chosen to take part in an inquiry program to support them.</li> <li>- Identify causes of student failure by gathering student data, i.e.; ARIS data, attendance data, class assessments and student work, interviews with students, student self-reflection</li> <li>- Choose an issue or skill, that team believes, if addressed, will improve student outcomes</li> </ul> <p>Every marking period</p> <ul style="list-style-type: none"> <li>- Monitor student attendance and achievement and report to student, parents, teachers and administrators.</li> <li>- Intervene with student, teacher, guidance and/or parent conferences as necessary.</li> </ul> <p>November/10, or earlier</p> <ul style="list-style-type: none"> <li>- Identify strategies to teach this skill and begin using these strategies.</li> </ul> <p>January and June Professional Development</p> <ul style="list-style-type: none"> <li>- At the end of each semester Inquiry Teams will post a summary and/or results of their work on ARIS and or school's EChalk website. The Inquiry Team will coordinate the communication of the results.</li> </ul>
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3) Refine school-wide protocols and systems for early identification, reporting and intervention with students who are showing signs of academic struggle.

Responsible Staff Members:

- Administration will be responsible for developing calendar, schedule of meetings and oversight of accountability.
- Guidance counselors and assistant principal will be responsible for gathering, publishing and disseminating data to their students' teachers and advisors at interim progress and marking period intervals
- All teachers will be responsible to report students at risk of failure and to reflect upon data as it informs their practice as professional teachers, members of a department and members of a grade team responsible for student results.

August - October

- Identify students at risk of having academic difficulties before school begins and share information with teachers and Seminar advisors.
- Begin tracking student attendance and determining at-risk students based on signs of erratic attendance, e.g.; more than one absence after attendance start date, multiple absences that are not contiguous.
- Begin calling students with attendance issues in for guidance meetings
- Teachers begin to learn to use Skedula to report student progress to students and parents.

Marking Periods

- Scholarship data, credit accumulation and/or Regents data, and progress towards graduation data, as available and timely, is printed out and shared at Cabinet, C&I, Guidance, and Faculty meetings
- Teams responsible for students determine interventions and action plans, which are revisited at each marking period to check for student progress.
- Incomplete work and credit recovery plans are developed for students lagging behind.
- Regents preparation tutoring is offered as necessary.
- Students who are showing progress and improvement are recognized and rewarded as budget and scheduling allows, e.g.; pizza or karaoke parties, certificates, letters and phone calls home, bulletin boards honoring their achievements.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Common Planning Time – Circular 6  Within school day</p> <p>Title I, Title III, ARRA, TLDRA, TLFSF</p>
<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>	<p>Projected gains: The 10<sup>th</sup> grade cohort will maintain and/or improve the number of credits earned by the same students in the 9<sup>th</sup> grade compared to their losing ground by as much as 50%, as has happened in the past.</p> <p>Interim progress reports mid-way through each marking period</p> <ul style="list-style-type: none"> <li>- Monitor student attendance and achievement and report to student, parents and teachers with an interim progress report.</li> <li>- Intervene with student, teacher, guidance and/or parent conferences as necessary.</li> </ul> <p>Every marking period</p> <ul style="list-style-type: none"> <li>- Monitor student attendance and grades and report to student, parents, teachers and administrators.</li> <li>- Intervene with student, teacher, guidance and/or parent conferences as necessary.</li> </ul>

**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 2010-11 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, PLA, 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.

**Subject/Area (where relevant):** Essay writing skills development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2 – To align the coherence of the teaching of writing in ELA, ESL, and Humanities (Spanish NLA integrated with Social Studies) through Inquiry Team work</p> <p>Measurement: Increased passing rates on ELA and History Regents exams essays by average of 5%.</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>Responsible Staff: ELA and Humanities teachers and/or teachers in common content area planning teams and/or grade teams as Circular 6 activity</p> <p>July - January</p> <ul style="list-style-type: none"> <li>- ELA/ESL teachers receive one week of AVID training, then spend ten days working on aligning literacy curriculum, including aligning reading and essay-writing strategies they will teach students and agree upon common rubrics to use within and across grade levels.</li> <li>- Assistant Principal will provide workshop to Humanities teachers on the essay-writing strategies they will teach students, and agreed upon common rubrics to use within and across grade levels, especially for expository and persuasive essays.</li> <li>- ELA and Humanities will prepare students for, then administer first common essay assessments, review student work and data, then begin experimenting with different intervention strategies to address skills weaknesses of students in the bottom third of classes.</li> </ul> <p>February – March 31/11</p> <ul style="list-style-type: none"> <li>- ELA and Humanities will prepare students for administer common essay assessments, review student work and data, continue experimenting with different strategies to address skills weaknesses that have been discovered and begin to analyze the effectiveness of these strategies to address skills weaknesses of students in the bottom of third of classes.</li> </ul>

	<p>April – May 31/2011</p> <ul style="list-style-type: none"> <li>- ELA and Humanities will prepare students for administer fourth common essay assessments, review student work and data, continue experimenting with different strategies to address skills weaknesses that have been discovered and begin to analyze the effectiveness of these strategies to address skills weaknesses of students in the bottom of third of classes.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>- All ELA and Humanities teachers will be involved in this initiative.</li> <li>- ELA and Humanities departments will meet in grade team common planning groups over the course of the year to share data, analyze student work, and co-plan strategies to meet students' academic skills needs to address skills weaknesses of students in the bottom third of classes.</li> <li>- ELA common-planning teams and Humanities common-planning teams will meet weekly to align curriculum, develop, critique, norm and grade common assessments and co-plan strategies to meet students' academic skills needs to address skills weaknesses of students in the bottom of third of classes.</li> <li>- Full ELA and Humanities teams will meet separately one time per month to share commonalities across grade to align curriculum planning and teaching strategies vertically.</li> </ul> <p>Common Planning Time – Circular 6  Within school day</p> <p>Title I, ARRA, TLDRA, TLFSF</p>
<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>- Two common essay assessments results measured against common rubrics.</li> <li>- January and June Regents exam results</li> <li>- Projected gains of 5% in Regents passing rate.</li> </ul>

**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 2010-11 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, PLA, 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.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3 – Teachers ask students to justify their answers and articulate their thought process verbally and/or in writing</p> <p>Measurements: Student elaboration of ideas orally and in writing as evidenced in classroom observation and student work Teachers demonstrate incorporate strategies for students to elaborate their thoughts by:</p> <ul style="list-style-type: none"> <li>• Developing an assessment strategy such as journaling</li> <li>• Inviting a peer to observe and reflect on use and effectiveness of teacher strategies</li> <li>• Observing a peer to learn from their use of strategies</li> <li>• Inviting AP to observe lesson to provide feedback on use of strategies</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>	<p>Responsible Staff Members: Teachers in common content area planning teams and/or grade teams as Circular 6 activity</p> <p>June</p> <ul style="list-style-type: none"> <li>- Teachers will be provided with <u>Teach Like a Champion</u> by Doug Lemov and asked to read portions “Stretch it and Format Matters.”</li> </ul> <p>November Professional Development, 2010</p> <ul style="list-style-type: none"> <li>- Workshop on <u>Teach Like A Champion</u> strategies for fostering all students’ language development i.e.; meta-cognition, acquisition of content-specific vocabulary, and elaboration of ideas. Teachers will share best practices and determine strategies to use and report on in subsequent monthly meetings.</li> </ul> <p>Weekly Common Planning</p> <ul style="list-style-type: none"> <li>- Teachers will share their concerns and progress with using questioning strategies.</li> </ul>

	<p>By February, 2011</p> <ul style="list-style-type: none"> <li>- Teachers will develop an Inquiry related to this CEP goal and write up findings</li> </ul> <p>September to May</p> <ul style="list-style-type: none"> <li>- Assistant Principal of Instruction will provide feedback on extent to which teachers ask for and students provide elaboration of answers during classroom visits and observations.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Summer Staff Development  Common Planning Time  Within school day</p> <p>Title I, ARRA, TLDRA, TLFSE</p>
<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>	<p>Ongoing observations by AP of Instruction and self-reflection by teachers during common planning and department team meetings</p> <p>Two mid-term reviews of curriculum by AP, department heads and peers</p> <p>Projected gains</p> <ul style="list-style-type: none"> <li>- Further alignment of curriculum as it is posted and reviewed systematically</li> <li>- Improved pedagogy because of focused efforts by math department to meet the goal of having students elaborate answers using very concrete methods outlined in <u>Teach Like a Champion</u></li> <li>- Improved pedagogy as different teachers experiment with different activities, methods and strategies to improve students' critical thinking, then share their experiences with their colleagues during common and department planning time</li> </ul>

**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 2010-11 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, PLA, 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.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4 – To implement a differentiated, skills-based science curriculum</p> <p>Measurement: Students will demonstrate progress by a 5% increase in all Science courses. Regents passing rate and 7% increase in credit accumulation compared to during School Year 2010-2011</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>Responsible Staff Members: Science Teachers</p> <p>Target Population: Highest, middle and lowest skilled-students</p> <p>May – September, 2010</p> <ul style="list-style-type: none"> <li>- Administer and grade baseline science assessment test and gather data on incoming 9<sup>th</sup> graders and analyze Regents data for other grades</li> </ul> <p>August, 2010</p> <ul style="list-style-type: none"> <li>- Based on item analysis of June Regents, teachers will readjust the scope and sequence for Science class curriculum, prioritize and select Common Core Standards on which to focus.</li> <li>- Revise existing curriculum maps to identify content and general skills to be taught aligned with Common Core Standards/Regents item analysis</li> <li>- Revise unit plans to identify essential questions and specific skills to be taught, particularly language and critical thinking skills</li> <li>- Plan a variety of differentiated units</li> <li>- Determine and order resources</li> </ul> <p>Weekly Common Planning</p> <ul style="list-style-type: none"> <li>- Continue curriculum development and revision begun in Summer.</li> </ul>

	<ul style="list-style-type: none"> <li>- Experiment with different approaches to differentiation and share frustrations, concerns, successes, issues and questions with colleagues about results in classroom</li> </ul> <p>First Marking Period</p> <ul style="list-style-type: none"> <li>- Identify target students in Living Environment, Earth Science, Chemistry and Environmental Science</li> <li>- Identify target skill</li> <li>- Inform students and parents</li> </ul> <p>Second and Third Marking Period</p> <ul style="list-style-type: none"> <li>- Design and begin implementing skills interventions</li> <li>- Design and give common formative assessments that will provide meaningful data for teachers to know what to re-teach and an opportunity for students to know what they need to learn to improve their results</li> </ul> <p>Rest of school year</p> <ul style="list-style-type: none"> <li>- Evaluate whether we are moving the students' results forward, if not, re-evaluate intervention design and test, if yes, continue what we are doing and monitor results</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Summer Staff Development  Common Planning Time – Circular 6  Within school day</p> <p>Title I, ARRA, TLDRA, TLFSF</p>
<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>	<p>Marking period passing rates and grades will improve by 5%.  Regents scores will improve by 7%.</p>

**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 2010-11 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, PLA, 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.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5 – To develop curriculum aligned to Common Core Standards</p> <p>Measurements: 1) Curriculum maps, units and sample lesson plans will be posted on school’s EChalk website. 2) Increase in number of students who score 75 or above on Regents exams by 5% in each subject area</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>Responsible Staff Members: Eight ELA teachers and assistant Principals</p> <p>First week of July – ESL/ELA teachers and assistant principals will spend one week at an AVID (Advancement Via Individual Determination) conference getting trained in the delivery of the AVID curriculum. AVID is a college-readiness system designed to increase the number of students who enroll in four-year colleges. (Funded from 2009-2010 budget)</p> <p>Second and third weeks of July – AP Instruction and representative department teachers will attend Common Core Standard Professional Development workshop in Baltimore, MD, funded by New Visions. Teachers will participate in New Visions Summer Planning (funded through a New Visions grant). A total of twenty teachers, will develop UBD curriculum maps, units and lesson plans that aligned to Common Core Standards. A New Visions coach will facilitate teachers’ sharing of curriculum with one another and giving feedback.</p> <p>Weekly common planning Teachers will reflect upon and share concerns, challenges, issues and strategies to revise and</p>

	<p>strengthen curriculum design and delivery.</p> <p>Winter and Spring Professional Development conference days Teachers will present the curriculum they have developed to share successes and challenges.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Summer Staff Development Common Planning Time Within school day</p> <p>Title I, Title III, ARRA, TLDRRA, TLFSF, New Visions for Public School Summer Planning Grant</p>
<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>	<p>Assistant Principal of Instruction will review the curriculum and will observe lessons to monitor implementation of curriculum and its effectiveness using the Quality Review Classroom Visitation Tool and will give feedback to teachers on a quarterly basis.</p> <p><b>Projected Gains:</b></p> <ul style="list-style-type: none"> <li>- Alignment of curriculum with Common Core Standards</li> <li>- Alignment of school college readiness philosophy and goals.</li> <li>- 5% increase in numbers of students who pass Regents exams with a 75 or above.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	154	154	154	154	154			
10	79	79	79	79	79		3	
11	54	54	54	54	54		10	
12	104104	104	104	104	104			

**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, additional time
<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 to Jewish Board of Family Services

## **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 (2010-2011) Language Allocation Policy to this CEP.

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

#### **TO BE DETERMINED. WE HAVE NOT YET RECEIVED TITLE III funding.**

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

#### **Section I. Student and School Information**

**Grade Level(s)** 9 - 12      **Number of Students to be Served:** 435 LEP 90 Non-LEP (Pending NYSESLAT Results)

**Number of Teachers** 35      **Other Staff (Specify)** \_\_\_\_\_

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

#### **Section II. Title III, Part A LEP Program Narrative**

**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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**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; advisories meetings; Pupil Personnel Team Meetings/ Focus groups meetings; Interdisciplinary Teams 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. Our science teachers work on curriculum development using backwards design and literacy strategies in content area classes. 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 will meet 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. Title III funds will be used to pay for teacher per-session to supplement professional development in the aforementioned areas.

Title III funds will also be used to contract Revolution Prep services to provide professional development on SAT prep. In addition, we will continue to train teachers on the elements of implementing *AVID (writing, inquiry, collaboration and reading)*.

**Section III. Title III Budget**

School: Manhattan Bridges High School

BEDS Code: 310200011542

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	<b>\$49,890</b>	<p><b>1000 hours of per session for</b></p> <ul style="list-style-type: none"> <li>- 100 hours for 1 ESL teacher to teach ESL Class to 20 parents</li> <li>- 200 hours of two ESL teachers to train College for Every Student ESL and a total of 60 bilingual student mentors and students</li> <li>- 580 hours for six ESL and bilingual teachers to provide tutoring, homework support and Regents preparation to 120 ESL and bilingual students</li> <li>- 120 hours for three teachers for Academy of Engineering and Academy of Integrated Technology (AOIT) Program Development to serve 240 9<sup>th</sup> and 10<sup>th</sup> grade ESL students.</li> </ul> <p><b>hours x \$49.89 = \$49,890.00</b></p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<b>\$12,000</b>	<b>Revolution Prep SAT Prep Workshop to support college readiness for ELL students</b>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	<b>\$ 2150</b>	<p><b>Supplemental supplies</b></p> <ul style="list-style-type: none"> <li>- Incentives for improvements and excellence in attendance, such as jump drives for ESL students to store their work, hi interest books on topics of adolescent, reluctant reader interest such as graphic novels, sports and popular culture stars</li> </ul>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**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:

#### **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.

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

- 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.
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 notify 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 built capacity and work with the school in developing programs for the school

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

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 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:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;

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

- 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;
- training parents to enhance the involvement of other parents;
- 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;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **Adoption**

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 05/25/10 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, 2010.

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 2008-09 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

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

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 2010-2011.

#### **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.
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.

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

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

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.

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

- 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

### Section I: Schoolwide Program (SWP) Required Components

**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**

We conduct a needs assessment based on the following:

- 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.

Recruitment 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.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

**NA**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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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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: 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/rdonlyres/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.)

Eight Manhattan Bridges students are currently 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**

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 assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Manhattan Bridges High School						
<b>District:</b>	2	<b>DBN:</b>	02M54	<b>School</b>		310200011542	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		86.5	85.5	88.8
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		92.7	93.1	95.3
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		83.5	93.8	93.8
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		2	148	33
Grade 9	132	153	178	<b>Recent Immigrants - Total Number:</b>			
Grade 10	158	160	159	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	112	106	112		101	95	22
Grade 12	73	90	90	<b>Special Education</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	475	509	539				
				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	2	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	2	2	1
Number all others	1	5	6	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	416	401	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	24	TBD		30	35	36
# receiving ESL services only	0	0	TBD	Number of Teachers			
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals	11	9	9
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	20	23	76	% fully licensed & permanently assigned to this	96.7	100.0	97.1
				% more than 2 years teaching in this school	46.7	42.9	72.2
				% more than 5 years teaching anywhere	33.3	42.9	44.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		83.0	77.0	86.1
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	94.2	82.1	94.3
Black or African American	0.6	0.0	0.0				
Hispanic or Latino	99.2	100.0	100.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.0	0.0	0.0				
<b>Male</b>	51.6	53.8	50.1				
<b>Female</b>	48.4	46.2	49.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	
Ethnicity							

American Indian or Alaska Native						
Black or African American						
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific						
White						
Multiracial						
Students with Disabilities						-
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
<b>Student groups</b>				<b>0</b>	<b>4</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	93.9	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	12.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	20.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	51.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = 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.						
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>						

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>New Visions CFN</b>	District <b>02</b>	School Number <b>542</b>	School Name <b>Manhattan Bridges HS</b>
Principal <b>Mirza Sanchez Medina</b>		Assistant Principal <b>Kathy Fine</b>	
Coach <b>Eva Sievert/ESL</b>		Coach	
Teacher/Subject Area <b>Marangelitza Rivera/Science</b>		Guidance Counselor <b>Mirian Lucas</b>	
Teacher/Subject Area		Parent <b>Dilvia Gutierrez</b>	
Teacher/Subject Area <b>Izagma Alonso/Math</b>		Parent Coordinator <b>Grace Ojeda</b>	
Related Service Provider <b>Maria del Carmen Diaz</b>		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>9</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>17</b>

### C. School Demographics

Total Number of Students in School	<b>546</b>	Total Number of ELLs	<b>432</b>	ELLs as Share of Total Student Population (%)	<b>79.12%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### 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. Guidance counselors, Mirian Lucas and Mary Miranda, explain that the school offers both Spanish-language TBE and DL programs. Parents of students new to the system complete the Home Language Survey (HLS) at this with Ms. Lucas' or Ms. Miranda. At the point, if the student the HLS determines the student to be eligible, the bilingual coordinator Eva Sievert administers the LAB-R.

Eva Sievert, our bilingual coordinator accesses and refers to the ATS report RLER to identify eligible ESL students, who need to be administered the NYSESLAT, and develops an examination schedule accordingly. She assigns each ESL teacher a specific list of students to whom to administer the Speaking portion of the exam. We make every effort to test every student by administering several make-up exam sessions for students who miss their scheduled testing session.

#### 2. Program Selection

During Parent-Teacher conferences, parents of students new to the system speak with the bilingual coordinator and 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

When students enroll in the school over the counter, the bilingual coordinator meets with their parents to show the parent video about ELL programs available and to give them the entitlement letter. 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.

Last year, for the first time, we offered 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: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										5	4	5	5	19
<b>Dual Language</b> <small>(50%:50%)</small>										1	2			3
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	6	5	5	22

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	432	Newcomers (ELLs receiving service 0-3 years)	259	Special Education	12
SIFE	147	ELLs receiving service 4-6 years	145	Long-Term (completed 6 years)	28

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	245	72	5	134	53	2	25	10	1	404
Dual Language	14	4	1	11	7		3			28
ESL										0
<b>Total</b>	<b>259</b>	<b>76</b>	<b>6</b>	<b>145</b>	<b>60</b>	<b>2</b>	<b>28</b>	<b>10</b>	<b>1</b>	<b>432</b>

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										138	105	99	61	403
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>138</b>	<b>105</b>	<b>99</b>	<b>61</b>	<b>403</b>								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0															0	0
Chinese	0																		0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	11	29	20	34					31	63
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>11</b>	<b>29</b>	<b>20</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>63</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>5</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino: <u>100</u>
Native American:	White (Non-Hispanic/Latino): Other:

**Freestanding English as a Second Language**

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

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

**Part IV: ELL Programming**

**A. 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.

## 1. Delivery of Instruction

All students receive a minimum of five seventy- four-minute periods a week that combine ELA and ESL instruction. These classes are programmed by cohort and ESL. The curriculum is divided into six genre units, one for each marking period, which align 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 from a push-in teacher in their IT class, or classes in either grammar, Art through ESL or System 44 (for students who need support decoding).

## 2. Meeting Mandated Instructional Minutes

In the TBE program, ESL instruction is provided by ESL teachers or teachers dually certified in both ELA and ESL. The advanced 12th 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 9th and 10th grade Humanities courses. These courses are taught by teachers with Spanish licenses in the 9th grade year and teachers with Social Studies licenses in the 10th 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. All students take a Spanish Literature course in the eleventh grade and AP Spanish Language and Literature are 12th grade elective courses.

## 3. Content Area Instruction

### Dual Language

In the DL program, students receive 50% of their instruction in each language. However, SY 2009-2010 was the pilot year of the program and we are still determining how to deliver instruction most effectively to our students. At first, we scheduled the language division by content area. In some classes we moved to a unit-by-unit language model, in which a unit in English was 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 reverted 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

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 earlier, 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

### SIFE

Forty-one (41%) 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.

### Newcomers

Our school is specifically designed to serve 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.

**ELLs 4-6 years**

Our TBE program provides these 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**

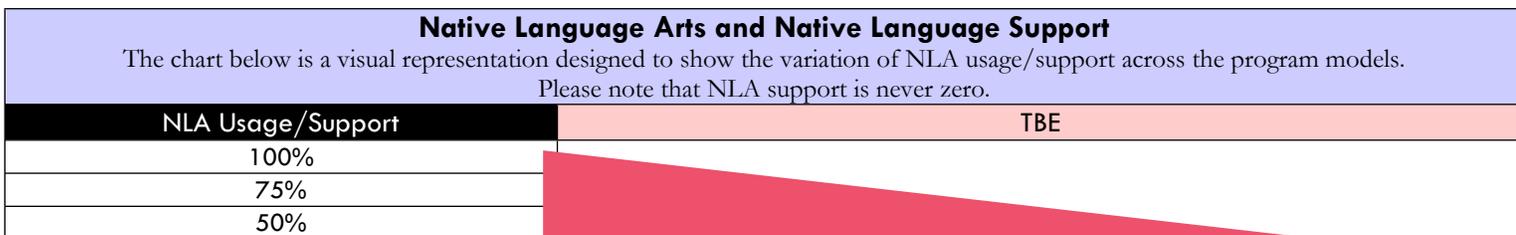
About ten percent of our school's ELL population, 43 students, are Long Term ELLs (LTE). The needs of these students and the resulting interventions vary. For some we work on developing native language literacy, others are in System 44 classes, and for still others we focus on English language development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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</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



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

**B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

**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**

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 after-school SAT math preparation class during and 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.

#### 7. New Programs/Services

All of our 9th 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. Budget cuts this year call into question whether we can support the partnerships we were able to manage last year with Repertorio Espanol, Roundabout Theater, Vivo Flamenco, and American Place Theater.

#### 9. Equal Access

The majority of our students are ELLs and the rest are former ELLs. All Manhattan Bridges students 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 Macintosh cart. Every room 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. All 11<sup>th</sup> and 12<sup>th</sup> graders take NLA classes, in which they read great works of literature in Spanish and write essays and creative works. In other content areas and grades, support includes providing students with texts in both languages and allowing and encouraging students to work with one another in Spanish, as is useful and necessary to support content instruction comprehension.

#### 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 to 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 the majority 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.

### C. Schools with Dual Language Programs

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

#### 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 (9th grade).

### D. Professional Development and Support for School Staff

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

## Professional Development and Support Staff

### 1. PD Plan for all ELL personnel

As a largely TBE school, our professional development has always focused on our ELLs' improving literacy in both language. This year we have a school wide focus on preparing ESL students to be successful on the ELA Regents exam. In addition, we are developing students' academic reading and essay-writing, and critical-thinking skills. We are focusing efforts specifically on early interventions for students who are failing classes; aligning the coherence of the teaching of reading and writing skills in ESL, ELA, Spanish NLA and Social Studies; improvement of teacher questioning techniques, implementing a differentiated, skills-based science curriculum and developing curriculum aligned to Core Standards. We are providing specific, differentiated PD on areas included in our CR Part 154. See below:

#### 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

Cornell Note-taking practices promoted school-wide in College and Career Seminar

Turn and talk

Peer interviews

Debates in all subject areas

Oral presentation projects

Vocabulary development in ESL and Humanities classes

System 44 reading program for students identified as having difficulties

Targeted independent reading interventions

QTEL strategies used to scaffold teaching of reading

Free-writing and journaling in College

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, paragraphs, narrative essays, responses to literature

Study of grammatical structures in context of proofreading one's work

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

Ninth grade ESL teachers are going for AVID training this summer and will spend two weeks, courtesy of a grant from New Visions for Public Schools, working on developing curriculum to integrate college-readiness academic skills in the ESL classes aligned to Core Standards. In addition, the Seminar curriculum for 9th grade is incorporating skills and activities will assist in this transition.

We began working with the College for Every Student (CFES) program this year, which supports and encourages all students to pursue a college education. CFES helped us broker a partnership with Castleton College in Vermont. Twenty of our students will be going on an overnight trip to the college this summer. All students visit colleges in all grades. As students prepare to graduate, we have a full-time College and Career counselor working not only directly with students, but also with the 12th grade Seminar teachers to develop curriculum and support students in the college research and application process.

### 3. ELL Training for All Staff

Not only are all our PD sessions and faculty meetings aimed at better serving ELLs, but also there are a number of experienced ESL specialists on staff who act as resources for their colleagues in the unending challenge of getting our students to excel.

## E. Parental Involvement

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

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 V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										39	28	12	5	84
Intermediate(I)										70	59	71	34	234
Advanced (A)										25	20	16	22	83
Total	0	0	0	0	0	0	0	0	0	134	107	99	61	401

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	83									14	19	8	3
	I										36	26	33	18

	<b>A</b>										47	33	26	16
	<b>P</b>										30	19	24	21
READING/WRI TING	<b>B</b>										36	19	6	1
	<b>I</b>										68	59	66	34
	<b>A</b>										21	18	17	21
	<b>P</b>										2	1	2	2

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	270	NA	110	0
Math <u>Algebra</u>		363		132
Math <u>Geometry</u>	34	0	23	0
Biology				
Chemistry	48		3	
Earth Science	0	65	0	37
Living Environment	0	296	0	105
Physics	7		5	
Global History and Geography	0	234	0	115
US History and Government	0	111	0	74
Foreign Language	0	135	0	128
Other <u>Math B</u>	18		5	
Other <u>Algebra II</u>	6		2	
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. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

#### Part IV: Assessment Analysis

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

The bulk of our beginning students are in the 9th and 10th 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 11th grade. As students move up through the grades, those with more advanced English tend to test out of services. Only five of our 12th graders are beginners, however, their English proficiency level represents a huge obstacle to graduation.

##### 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. 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, we have determined we need to focus instruction on literacy development.

3. (See #1) By looking even more closely at the NYSESLAT data than called for on the LAP, we have found that while we have seen improvements over the past three years in our students' scores in writing, the reading scores have not progressed similarly. We attribute the progress in writing to the tremendous focus and attention we paid in ESL and ELA classes on teaching strategies to improve organization in writing. This need for intervention was surfaced by an Inquiry. In addition, teachers reflected on DYO assessment data based on student work as assessed against rubrics for literary, persuasive, expository and creative/expressive writing. They surfaced specific intervention needs, such as transitions, and articulating how writers use literary elements to move narrative. They collaborated to determine interventions. They were concerned that students were not internalizing the graphic organizers and the scaffolds teachers were providing to guide their writing, so they came up with strategies to guide students to more independent work. We attribute the uptick in scores in writing on the NYSESLAT, on the NYS ELA Regents exam and in graduation data directly to this close work. The enthusiasm generated by the progress students made last year has motivated teachers to take a closer work at their practice regarding teaching reading. Consequently, the focus for this year's CEP goal is on developing strategies to teach reading more effectively in ESL, ELA, Humanities and NLA classes.

##### 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.

##### 5. Dual Language Programs

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

This is our pilot year of the DL program. We generally give the Spanish Regents at the end of the 9th grade to our TBE students instead of

administering the ELE Spanish reading test. We are debating the value of the ELE as a measure for EPs in our DL program. As a baseline

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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## Part VI: LAP Assurances