



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MANHATTAN BRIDGES HIGH SCHOOL

DBN: 02M542

PRINCIPAL: MIRZA SANCHEZ MEDINA **EMAIL:** MSANCHE4@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mirza Sanchez Medina	*Principal or Designee	
Maria Diaz	*UFT Chapter Leader or Designee	
Esmerelda Santiago	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Janil Sanchez Pedro Castro	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sarah Hickert	CBO Representative, if applicable	
Izagma Alonso	Math Team Leader	
Carolyn Giroux	ESL/ELA Team Leader	
Michelle Leonor	Humanities Team Leader	
Marangelitza Rivera	Science Team Leader	
Georges Mathieu	A.P.	
Kathy Fine	A.P	
Mirian Lucas	Guidance Counselor	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: The Math and ELA departments will develop performance tasks aligned to the Common Core Standards.

Comprehensive needs assessment

- The DOE has mandated that the Math and ELA Department develop performance tasks aligned to the Common Core during Fall 2011, to be administered in Spring 2012.
- The ELA department is familiar with CC standards after having had training from New Visions in 2010 and developing units aligned to the Common Core, but must prepare a Performance Task to assess the effectiveness of teaching these units.
- The Math department recognizes the shift from breadth to depth required to prepare our students to successfully complete CC Mathematical tasks and therefore understands that a shift in instructional approach is required.
- Assessment driven instruction, using Universal Design for Learning is an integral part of CC instruction which the Math department needs to master by 2014.
- ESCA Class and Observation report, dated June 2011, indicated that the Math Department could improve on Dimension 3: Analysis and Problem Solving (Instructional Support) and Dimension 4: Quality of Feedback (Instructional Support).
- ESCA Class and Observation report, dated June 2011, indicated that the English Department could improve on Dimension 1: Instructional Rigor.

Instructional strategies/activities

Math

- During weekly common planning, Math teachers work together to develop performance tasks aligned to the common core standards as well as rubrics that measure task performance. Teachers give documentation of these meetings to Math Team Leader Izagma Alonso.
- During Department meetings in Dec 2011 and Jan 2012, teachers will share the tasks 1) in progress, 2) as implemented and, finally 3) as revised after implementation.
- Teachers will start shifting instruction, without conflicting with current standards and Regents requirements, to Universal Design for Learning and assessment-driven instruction Spring 2012, in order to inform PD needs for 2012-13 in preparation for CC state assessment in 2014.
Teachers will share strategies and techniques in common planning meetings starting Dec 2011. Successful practices will be shared at Department meetings starting Feb 2012.
- Justifications and proofs will be introduced in every subject to begin to increase depth of understanding in our students. Inter-visitations during Spring 2011 will be used to assess the implementation of these techniques and further progress will be assessed during Fall 2012.
- Inter-visitations with a focus on Teach like a Champion questioning strategies and Framework for Teaching's Classroom Environment, specifically 2b: Establishing a Culture for Learning and 2d: Managing Student Behavior will be executed in order to inform teachers on progress towards improving student's higher thinking skills.
Results of inter-visitations are shared with the Department Head and eventually with the C&I which includes the school administration and department coordinators from all departments.

English

- The ELA Department will work in grade teams to perfect expository units aligned to the CC standards, share challenges and success and find and share resources to address questions and needs as they proceed.

- The ELA Department will receive professional development on Depth of Knowledge Levels (Webb, Norman L. and others). Teachers will strive for thinking on Level 3 and Level 4 in the activities section of their UBD unit. Teachers will evaluate student work collaboratively using the Depth of Knowledge Levels.
- Rubrics created will assess grade appropriate skills in language development, vocabulary and content.

English Timeline:

December 2012: Teachers will develop a UBD Unit aligned to the Common Core Standards in collaborative teams. We will add to UBD unit any best practices shared by department to strengthen teaching in the expository genre. Teachers will train on DOK Levels.

January 2012: Teachers will deliver the unit to students and problem-solve as necessary. They will record strengths/weaknesses/questions to share with the department. Teachers will evaluate student work using DOK Levels.

February 2012: Teachers will deliver a performance task in the 9th and 10th Grades. They will meet on grade levels to assess and prepare a comprehensive presentation for the department.

March 2012: Teachers will present findings to the department, discuss successes and challenges, and determine next steps for the following school year.

The benchmarks and results will be assessed and reviewed during weekly common planning meetings, documentation of which are given to Math and ELA Team Leaders Izagma Alonso and Carolyn Giroux, at bi-monthly Math and English Team Meetings and quarterly at Curriculum and Instruction Team (C and I) meetings. AP's Fine and Mathieu and Principal Medina will observe and assess the implementation of strategies and activities associated with this goal used during lessons.

Strategies to increase parental involvement

- A parent workshop will be developed in conjunction with the SLT and presented in February to alert parents about Common Core Standards Performance tasks, about what we are doing to help their children to learn the skills they need to succeed at them, and what they can do as parents to support their children's success. An article about the topic will be included in the monthly newsletter to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are HQT within their content area. We have developed a partnership with St. Johns University for an ITI Bilingual certification program to insure that every content area teacher in the school is dual-licensed with content area expertise and bilingual certification.
- We retain HQTs by providing common planning time for teachers, department meetings and Professional Development Days led by teacher leaders during which teachers coordinate efforts to develop curriculum, assessments, and rubrics. We differentiate by providing teachers the opportunity to observe one another's classes. Teachers attended New Visions Literacy Common Core workshop during Summer 2010. Teachers participated in Common Core Common Planning during Summer of 2011. The Math Team facilitator attended a New Visions PD on Common Core tasks and instruction for Math on Nov 1, 2011 and turned-key that PD to the department on Nov 8, 2011.

Service and program coordination

- N/A

Budget and resources alignment

- TL and Title I monies will support the actions, strategies and activities described in this action plan.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012 a select group of ninth and tenth grade MBHS students will have developed a work-based learning portfolio that will enhance their college and career readiness, which should result in a 5% rise in the percentage of 10th grade students who accumulate 10+ credits.
- Twenty five 11th graders will participate in WBL experience related to STEM fields.

Comprehensive needs assessment

The ESCA report identified a need for students to find greater relevance in their schooling. Our intent in developing a Work-Based Learning program (WBL) is to revitalize our school culture by imbuing a deeper sense of purpose and meaning to our adolescent students. This will facilitate their understanding of the importance of how their school experience impacts their lives directly.

Instructional strategies/activities

We chose to introduce the *Success 101* curriculum to these pilot groups of ninth and tenth graders, because of the research that shows greater school persistence and higher academic achievement in students who complete this college and career readiness program. This program is taught by ninth grade teachers and guidance counselors.

Our Work Based Learning Coordinator is working with Seminar and ELA teachers to support work-based learning (WBL) integration into the curriculum, to articulate with companies and organizations to coordinate internship and job shadowing experiences, to organize Career Day, to coordinate college trips, college research and mock college applications and to articulate with Junior Achievement to involve students in financial literacy activities and workshops.

Students will include the following in their WBL portfolio:

December: Reflections on their experience with Career Day

January: Reflection Junior Achievement financial literacy seminars

February to June: Documentation of Exploring, internship and/or job shadowing experiences

March: Personal profile

April: Application for working papers

April: Mock job application

May: Resume

June: Transcript

June: Ten Year Life Plan

Junior Achievement is providing workshops and activities for 9th and 10th graders in Term 1, including Financial Park, an experiential career exploration and budgeting activity.

Students will work in Seminar class on their remaining activities to be placed in their portfolios

The assessment will be the extent to which 9th and 10th grade students are successful in completing their portfolios, and whether this has an impact on credit accumulation for these students. The benchmarks and results will be assessed and reviewed during weekly common planning meetings, documentation of which is

given to Team Leader Hegal Martinez, at weekly WBL Planning Team Meetings and quarterly at Curriculum and Instruction Team (C and I) meetings. AP's Fine and Mathieu and Principal Medina will observe and assess the implementation of strategies and activities associated with this goal used during lessons.

Strategies to increase parental involvement

- A parent workshop will be developed in conjunction with the SLT and presented in February to alert parents about our Work-Based Learning Program, about what we are doing to help their children to learn the skills they need to succeed at them, and what they can do as parents to support their children's success. An article about the topic will be included in the monthly newsletter to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers currently HQT within their content area. We have developed a partnership with St. Johns University for an ITI Bilingual certification program to insure that every content area teacher in the school is dual-licensed with content area expertise and bilingual certification.
- We retain HQTs by providing common planning time for teachers, department meetings and Professional Development Days led by teacher leaders during which teachers coordinate efforts to develop curriculum, assessments, and rubrics. We differentiate by providing teachers the opportunity to observe one another's classes.
- CTE and NAF teachers attend CTE, NAF and Project Lead the Way conferences and workshops. Success 101 and Seminar teachers attend workshops provided by Success 101 and Junior Achievement.

Service and program coordination

- We are coordinating our efforts with the help of our National Academy Foundation (NAF) Advisory Board, members of whom include professionals from academia and industry, with Junior Achievement, college readiness volunteers from Learning Leaders and the NAF and CTE offices of the New York City Department of Education.

Budget and resources alignment

- TL, CTE and Title I monies will support the actions, strategies and activities described in this action plan.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

The Humanities department will help students improve their writing and reading comprehension by a measure of 5%, by building students' comprehension of tier 2 vocabulary as measured against a common core assessment rubric.

Comprehensive needs assessment

Teachers have analyzed student work and evaluated performance on standardized exams and determined that comprehension of tier 2 words is hindering both their ability to communicate their knowledge and comprehend information in both informational text and prompts. The ELA DYO from School Year 2010-2011 also showed that students were not using tier 2 and 3 vocabulary in their writing. The Common Core Standards require students to read difficult informational text. ELL students will need extensive vocabulary intervention to access this text at grade level.

Research states that the best strategy to improve reading comprehension for ELLs, the majority of our student population, is to develop their vocabulary. The combination of this research with what we have noted from error analysis prompts us to work on student acquisition of more sophisticated vocabulary.

Instructional strategies/activities

- Humanities teachers will develop a list of the most common tier 2 and 3 words that appear in the department informational text and assessments. Teams will choose a list of weekly words to incorporate into their lessons in the context of their classes.
 - Teachers will display cognates and selected words in their classrooms.
 - Teachers will make the tier 2 words relevant to students' lives, prompting them to use them outside of an academic discussion. Teachers will give positive reinforcement for students who use tier 2 words in class.
 - Strategies will be shared within and across departments to include the science departments "Yes I Can" student self-assessment.
 - Teachers will incorporate assessing the use of vocabulary into their rubrics used for the students' performance tasks.
- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will measure progress through anecdotal observation: vocabulary used in student participation. Supervisors will observe teachers reinforcing key vocabulary in class and the selected tier 2 vocabulary is evident in student work.

Use of selected vocabulary will be found in student work and is assessed in the performance task inquiry rubric. We should see an increased presence of these words by the end of the year. The growth percentage will be determined by the first performance task that will serve as a benchmark. Teachers will measure this progress by creating a tier 2 vocabulary-usage rubric and using it to assess common core performance tasks being developed by grade teams for the schools CEP goal 3. These performance tasks will serve first as a benchmark when administered in January and then as a measure of improved and increased tier 2 vocabulary-usage when given again in May, as determined at a department meeting. Teachers will also share materials (vocabulary lists, rubrics, graphic organizers) and best practices at the June faculty meeting.

The benchmarks and results will be assessed and reviewed during weekly common planning meetings, documentation of which are given to Humanities Team

Leader Michelle Leonor, at bi-monthly Humanities Team meetings, and quarterly at Curriculum and Instruction Team (C and I) meetings. AP's Fine and Mathieu and Principal Medina will observe and assess the implementation of strategies and activities associated with this goal used during lessons.

Progress towards achieving this goal will be reviewed at quarterly C and I Team meetings.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, the Science Department will implement specific opportunities that will lead to increased opportunities for higher-order thinking, analysis and problem solving that lead to deeper content understanding as measured by a 5% increase in Earth Science Regents pass rate.

Comprehensive needs assessment

Based on the New York City Department of Education External School Curriculum Audit (August 2011), one of the recommendations for improvement is to improve instructional rigor by increasing the opportunities for higher order thinking, analysis and problem solving. The expectation is that as we improve in providing increased opportunities for higher-order thinking, analysis and problem solving students' grades will increase. If we include activities in our unit plans that are aligned to reading comprehension and that lead to self awareness in student performance in assessments we anticipate improved student performance as measured by a 5% improvement in Earth Science Regents pass rate.

Instructional strategies/activities

All the students in our school take science. All of them will be working on specific activities that will gradually move them to use prior knowledge to assess unpredictable real world situations and elaborate on their findings. Another aspect of the development of higher order thinking is the increase of self-awareness. To increase the opportunities in which the students develop their meta-cognition, we will have the students perform self assessments for both skill and content mastery.

All the science department teachers will utilize their professional periods to common plan and collaborate in the development, implementation and evaluation of the opportunities.

We have used the Science department time and the Nov PD Day to look current student work and identify what in our instructional practices the instances in which the student are engaging in higher order cognitive work and in meta-cognitive activities. After developing a compilation of the different practices we currently utilize we will identify the best practices **and begin to implement them department-wide**. These best practices are the ones we will learn through modeling, peer visits, and revising the student work.

September 2011 – Reading of the External School Curriculum Audit and selection of the recommendation to target

October 2011 – establishment of common planning time teams to look and curriculum and student work

November 2011- Identification of practices that include higher-order thinking, analysis and problem solving

December – January 2012 – Implementation of selected practice and collection of student work that evidences the opportunity

February – March 2012- Share out of results and selection of best practices

April – May 2012- Whole department implementation of best practice

June 2012- Compilation of practices to share out with whole school

The benchmarks and results will be assessed and reviewed during weekly common planning meetings, documentation of which are given to Science Team Leader Marangelitza Rivera, at bi-monthly Science Team meetings, and quarterly at Curriculum and Instruction Team (C and I) meetings. AP's Fine and Mathieu and Principal Medina will observe and assess the implementation of strategies and activities associated with this goal used during lessons.

Progress towards achieving this goal will be reviewed at quarterly C and I Team meetings.

Strategies to increase parental involvement

- A parent workshop will be developed in conjunction with the SLT and presented in February to alert parents about this initiative, about what we are doing to help their children to learn their new words and what parents can do to support their children's success. An article about the topic will be included in the monthly newsletter to parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of teachers are HQT within their content area. We have developed a partnership with St. Johns University for an ITI Bilingual certification program to insure that every content area teacher in the school is dual-licensed with content area expertise and bilingual certification.
- We retain HQTs by providing common planning time for teachers, department meetings and Professional Development Days led by teacher leaders during which teachers coordinate efforts to develop curriculum, assessments, and rubrics. We differentiate by providing teachers the opportunity to observe one another's classes.

Service and program coordination

N/A

Budget and resources alignment

- TL and Title I monies will support the actions, strategies and activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	110	115	95	90	28			
10	85	85	8	65	41			
11	65	65	45	45	65			
12	35	35	25	25	35			

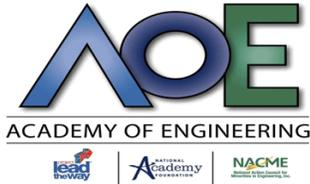
On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),

3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> -Rosetta Stone, Teen-Biz, In-House developed activities, e.g.; teaching students to write paragraphs using a MEAL (Main Ideas, Evidence, Analysis, and Linkage) template, and to respond to literature using graphic organizers -Credit Recovery, Regents Preparation, Tutoring -Before school, after school, Saturday, during school
Mathematics	<ul style="list-style-type: none"> -Compass on-line -Credit Recovery, Regents Preparation, Tutoring -Before school, after school, Saturday, during school
Science	<ul style="list-style-type: none"> -SmartScience online labs, "Yes I Can" self-assessment template -Credit Recovery, Regents Preparation, Tutoring -Before school, after school, Saturday, during school
Social Studies	<ul style="list-style-type: none"> -Discovery and NBC Online -Credit Recovery, Regents Preparation, Tutoring -Before school, after school, Saturday, during school
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> -Before school, after school, during school
At-risk Services provided by the School Psychologist	

Manhattan Bridges High School
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Kathy Fine, Assistant Principal
Georges Mathieu, Assistant Principal



PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M542 **School Name:** Manhattan Bridges High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

HS ELA: All, Hispanic, Limited English Proficient, Economically Disadvantaged

During the Manhattan Bridges High School co-Interpretation, school staff and faculty identified several critical key findings that pointed to issues for improvement at the school and a positive key finding that captures the school's success, which can be expanded upon. These key findings made several themes evident. These themes, as identified by co-interpretation participants, include: instructional issues (higher-order thinking skills and analysis and problem solving, regard for adolescent perspective, and quality of feedback), program evaluation, and issues around data (a positive finding that Manhattan Bridges High School wishes to expand upon) as areas for improvement.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Context

All students at Manhattan Bridges High School are Hispanic and all are eligible for Federal free lunch. Eighty one percent are English Language Learners. Manhattan Bridges was founded to serve this specific population with the vision of:

MBHS students who are not new arrivals, approximately 10% of our student population, enter high school with an average score of 2.16 out of 4 on their 8th grade Math and English Regents exams. Last school year 41% of our students had interrupted formal education (SIFE). Overall, this is a population that enters school with significant challenges in academic skills. Generally 75-80% of our students graduate per year. The students who do not graduate within five years are typically the SIFE students who have been in the US fewer than three years by time of graduation. While we do much to accelerate these students' learning and have data that shows their significant progress in language and academic development, accepted research finds 1) that students need an average of five to seven years of schooling in non-native language to achieve proficiency in academic language and 2) students with weak native language literacy skills need even more time than the average second language learner.

We continue to be on the cutting edge of schools in New York City and the nation for developing strategies and interventions to use when working with Hispanic English language learning youth. Our students significantly and consistently outperform students with similar backgrounds.

Had one additional student last year passed the ELA Regents exam in June, 2011 MBHS would not be in SINI Year 2. Nine additional students from the cohort passed the ELA Regents in August. The results were so remarkable, that our school was asked to present at an NYCDOE Office of English Language Learners conference to highlight his

strategies. He brought “before and after” June and August ELA essays to show specific growth in students’ ability to develop controlling ideas, provide evidence for these ideas, analyze them and link them back to the main idea.

Targeted data-based intervention for upcoming Senior cohort

Last school year began with 55 students in the Senior cohort who had not yet passed the Regents. This year began with only 21, 20 of whom are active students, so clearly, much progress has been made towards meeting the goal of bringing all students to standard in ELA already. All 20 active students were identified at the beginning of the year and placed together in the same ELA class. Their teacher is using school-based proven strategies (which have been turn-keyed to the ELA/ESL teachers and are used in all content areas, including Math for writing proofs), which given ample time and practice, are virtually failsafe. These strategies were developed on the basis of an inquiry into the difficulties students have with developing and maintaining a controlling idea in their writing. We teach students to use the MEAL paragraphing strategy, used by the Duke University Writing Center, to organize paragraphs to include Main Idea, Evidence, and Analysis with Links back to the main idea. We scaffold this for our English Language Learners by teaching sentence starters and transitions. Teachers have also been trained in RIGOR vocabulary development and/or QTEL (Quality Teaching for English Learners) strategies for scaffolding rigorous content.

All 20 students in the Senior Cohort who still need to pass have been programmed into before-school and Saturday school ELA Regents prep tutoring. To support these students further, incentive plans to reward them for improving attendance, another key predictor of improved student achievement, have been put in place to improve their attendance. Students receive daily instruction on how to access depths of knowledge in rigorous, novel unfamiliar vocabulary and text, resolve ambiguities, determine importance, and provide clear evidence from texts to support their ideas. They also practice and internalize the use of conventions of discourse and language by being taught to use conventional sentence starters and transition words. Students are also taught to use checklists and rubrics to provide feedback to one another to improve their drafts. The assistant principal of instruction visits the class at least bi-weekly to review classroom and extended day data with their teacher.

All told, this targeted intervention incorporates all of the suggestions from ESCA: Struggling students are being taught higher-order thinking skills, analysis and problem solving. Teaching students with severe literacy issues how to self-monitor and provide quality feedback to one another on the quality of their reading and writing shows the highest regard for adolescent perspective, because it allows students to develop pride in mastery and dignity in determining their progress. The program is being evaluated on a bi-weekly basis. It was developed specifically in response to our looking carefully at data, from the school-wide down to each specific student.

Our CEP Goals were developed taking the ESCA recommendations into account, in order to align school-wide efforts to raise student achievement.

1. The Math and ELA departments will develop performance tasks aligned to the Common Core Standards.
 - a. Speaks to higher order thinking skills
 2. By June 2012 a select group of ninth and tenth grade MBHS students will have developed a work-based learning portfolio that will enhance their college and career readiness, which should result in a 5% rise in the percentage of 10th grade students who accumulate 10+ credits. Twenty five 11th graders will participate in WBL experience related to STEM fields.
 - a. Speaks to regard for adolescent perspective, because the intent of the program is to develop student understanding of their purpose for doing well academically
 3. The Humanities department will help students improve their writing and reading comprehension by a measure of 5%, by building students’ comprehension of tier 2 vocabulary as measured against a common core assessment rubric.
 - a. Speaks to program evaluation and use of data to drive instruction. Teachers are participating in an inquiry to determine the effectiveness of their teaching strategies to improve student achievement and learning.
 4. By June 2012, the Science Department will implement specific opportunities that will lead to increased opportunities for **higher-order thinking, analysis and problem solving** that lead to deeper content understanding as measured by a 5% increase in Earth Science Regents pass rate.
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

10 percent of Title I funds for professional development are being used to support professional development in the following ways:

- To support teachers by providing professional development on designing Common Core Assessment tasks, evaluating students' achievement on these tasks and to developing strategies to improve student achievement.
CEP Goals 1 and 3
- To provide professional development on designing a work-based learning program to enhance students' college and career readiness.
CEP Goal 2
- To provide professional development on implementing specific opportunities that will lead to increased opportunities for higher order thinking, analysis and problem solving.
CEP Goal 4

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All teachers new to the NYCDOE years 1 – 3 have been assigned a mentor who meets with them two periods a week. In addition, they meet two hours a week in small content area teams for common planning, inter-visitations, sharing of student work and effective instructional strategies. They meet twice a month in departments to deepen their work in meeting CEP goals. In addition, they meet at least once a month with the Assistant Principal of Instruction, who provides feedback and coaching based on classroom observations, review of teacher units and lesson plans, scholarship data, student data and student work. Those who need additional support are assigned a peer-teacher, whose classes they observe weekly, and with whom they debrief once a week about strategies they have learned and will use in their own work. The AP Instruction and the teachers' mentors and partner teachers share findings in order to provide targeted support. New Teacher meetings to orient teachers to NYCDOE and school-specific initiatives and programs are held an average of once a month.

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.

By the second week of January we will mail and backpack home an understandable and uniform letter in English and Spanish that outlines:

- The NCLB Act of 2001
- School accountability status including areas of notification
- The specific efforts made and strategies being implemented to improve outcomes
- Eligibility of all of our students for SES services
- A request for specific types parent support
- Parent coordinator contact information
- The URL for the State's website for viewing of School Report Card
- The time and date for a parent meeting to answer questions.
- School telephone number

We will meet with parents by January 31 to inform them of our school accountability status, the specific efforts made and strategies being implemented to improve outcomes, eligibility of all of our students for SES services, a request for parent support. We will provide them with parent coordinator contact information, the URL for the State's website for viewing of the School Report Card, and the school telephone number. We will provide parents with registration forms and catalogues of SES providers and have an "SES Fair" that evening, so parents can meet with representatives of SES providers..

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader \	District 02	Borough Manhattan	School Number 542
School Name Manhattan Bridges High School			

B. Language Allocation Policy Team Composition

Principal Mirza Sanchez Medina	Assistant Principal Kathy Fine
Coach N/A	Coach N/A
ESL Teacher Carolyn Giroux	Guidance Counselor Mirian Lucas
Teacher/Subject Area Mara Rivera/Living Environment	Parent Esmerelda Martinez
Teacher/Subject Area Izagma Alonso,/Math	Parent Coordinator N/A
Related Service Provider N/A	Other Michelle Leonor/US History Tea
Network Leader Derek Smith	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	9	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	16
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	541	Total Number of ELLs	435	ELLs as share of total student population (%)	80.41%
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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 a number of middle schools and encouraging them to bring students here for a visit. We host an annual articulation breakfast for guidance counselors, as well. 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. Ms. Lucas and Ms. Miranda interview parents of students new to the system and complete the Home Language Survey (HLS) at this time. If the HLS determines the student to be eligible, ESL Teacher Adolfo Calovini administers the LAB-R.

Adolfo Calovini ESL Teacher and Testing 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. He 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 orientation sessions, parents of students new to the system 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 and English. Students are placed in programs according to parent choice, as indicated on their high school admissions applications, which are signed off on by parents, and as indicated by parent choice letters. All students are placed accordingly in our Bilingual or our Dual Language program.

5. & 6. Trends in Program Selection & Alignment

We have learned that the parents of a small minority of our students will request an ESL-only program when their children enter 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.

We have been offering a Dual Language program based on parent requests in past years. In addition to parent requests, a number of middle schools with dual language programs are recommending that their students attend Manhattan Bridges High to continue their education in a Spanish-English Dual Language program 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 <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										5	4	5	5	19
Dual Language <small>(50%:50%)</small>										2	1	2	0	5
Freestanding ESL														
Self-Contained	0													0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	7	5	7	5	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	435	Newcomers (ELLs)	279
Special Education			8

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	131	ELLs receiving service 4-6 years	111	Long-Term (completed 6 years)	46

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										
	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	Total
TBE	279	42	5	111	53	3	46	3	0	436
Dual Language	0									0
ESL				72						72
Total	279	42	5	183	53	3	46	3	0	508
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										100	124	79	56	359
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
TOTAL	0	100	124	79	56	359								

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	26	40	26	25	20	46	0	0	72	111
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	26	40	26	25	20	46	0	0	72	111

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 106

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino: 106

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

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
Albanian														0
Other														0
TOTAL	0													

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P1. Delivery of Instruction

All students classes are programmed departmentally by cohort, NYSESLAT scores to determine need for B, I or A ESL instruction, or DL instruction and by math level. Otherwise, all other classes are programmed heterogeneously.

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. Beginner ELLs are programmed for 540 minutes of instruction, Intermediate ELLs for 360 minutes of instruction and Advanced ELLs for 180 minutes. The advanced 12th graders have an ELA teacher who is currently studying in a program for ESL certification and 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 is developed collaboratively. In the TBE program, the Humanities course is taught entirely in Spanish. All students take a Spanish Literature course in the eleventh grade and AP Spanish Language and Literature are 12th grade elective courses.

A. Programming and Scheduling Information

3. Content Area Instruction

Dual Language

In the DL program, students receive 50% of their instruction in each language. 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. The students found this to be very difficult and this was not particularly successful. Therefore, to maintain the even distribution of instructional language, we reverted to a content-based division of languages for math and science: ELA and Math classes with instruction predominately in English and Humanities and Science class with instruction predominantly 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 in Living Environment and Earth Science. Chemistry and Physics are taught primarily in English, with Spanish "sandwich" support as necessary. 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 greater 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).

It is important to note here that all teachers in the school receive extensive professional development in integrating facilitation of language acquisition and development, and literacy skills into their curriculum development and instruction. They all attend QTEL training provided by the NYCDOE Office of ELLs. Teachers develop curriculum to include delivery and assessment of discrete language skills in every lesson. Reading and writing across the curriculum are emphasized. All teachers serving our ELLs, besides the Native Language Arts teachers are certified in ESL or bilingual or are in the process of pursuing this certification, including ten who are attending an ITI Bilingual certification program sponsored by St. Johns University on our campus and eight who are pursuing the certification in other New York City universities.

4. We administer the Spanish LAB to students to evaluate their native language skills. Every student also takes the Spanish Language Regents exam, too.

5. Differentiating Instruction for ELL subgroups

SIFE students, newcomer ELLs and long-term ELLs take bilingual classes and ESL classes along with all other students in the school. Some students who are not identified as SIFE have similar literacy profiles to SIFE and others who were identified as SIFE in their younger years may not appear to be lagging so significantly in comparison to their classmates. Depending on student need, interventions may include placement in specific groups of Humanities or Spanish writing courses and/or support classes, ESL/ELA classes and/or extended day programming to address Spanish and/or English decoding, phonics, vocabulary development and reading comprehension. We have learned that providing instruction in Spanish does cross over to improved results in struggling student reading and writing in English.

Teachers continue to develop ways differentiate and layer instruction in a variety of ways to insure that content can be accessed by all students regardless of their language or literacy skills, by providing differentiated materials and resources, using videos, images, music, drama and realia. They provide differentiated activities that allow students to present their learning visually, orally, dramatically and/or in writing. They scaffold instruction for those who need it and remove scaffolds for those who don't. We have found that teaching all students to use the MEAL (Main Idea, Evidence, Analysis, Linkage) template for writing paragraphs developed at Duke University has improved writing results on the Regents exams.

A. Programming and Scheduling Information

We have determined that our SIFE and long term ELL students' results are virtually indistinguishable from our other students' in terms of Regents pass rates and graduation rates by the time they reach their senior year. This is because of the great attention to data and individualized approach we take to instructing of our students. By the first marking period, students who are struggling are identified for intervention services and programmed for tutoring, credit recovery or Regents prep as necessary. We also provide additional support in English grammar, ELA Regents preparation and SAT preparation both during the regular school day and in extended day programs.

6. All of our SWDs attend mainstream CTT classes. They are supported by a Special Educator, who works with their teacher and with them to make accommodations in materials, resources and activities. These students are provided additional time, modified/differentiated readings, and testing accommodations as appropriate. The Special Educator works with students more intensively, as necessary to insure that these students are provided with the supports they need, such as additional scaffolding, graphic organizers, vocabulary development, translations, hi-lo readers, visuals, manipulatives, video, as appropriate to their needs, to access equitable and rigorous education.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	curriculum developers who integrate language development into their instruction. We tailor-make programs for each student depending on their needs. We definitely put our SWD into the least restrictive environment possible, CTT classes, and provide individual support, as necessary.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

Targeted Intervention Programs

The majority of our students are ELLs and we serve all subgroups, therefore our tutoring and enrichment programs are customized for these 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

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Transitional Support for Proficient Students

All programs and supports available to our ELLs are also available to former ELLs, including testing accommodations for up to two years after the NYSESLAT.

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. We have also begun a "Career Choices" program in the 9th grade to address issues of motivation and student empowerment. We are also working intensively with Junior Achievement at all four grade levels to increase student career, college and financial readiness and awareness. Again, it is our belief that when students have a better sense of their aspirations and possibilities they are more motivated to do the hard work inherent in struggling to learn a second language and excel in their studies.

We have begun working with iMentor, which is in a research phase, which will provide an adult online mentor to each ninth grader next year.

Discontinued Services

Budget cuts this year call into question whether we can support the partnerships we were able to manage last year with Repertorio Espanol and American Place Theater.

Equal Access

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Instructional Materials and Technology

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Instructional Materials and Technology

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

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 - 4 Time in Target Language, Integrated vs. Separate, Separation of Language for Instruction, Model and Emergent Literacy

Approximately half of the instructional time is spent in each language.

ELLs and EP students are integrated in all classes.

Language is primarily separated by content and teacher.

The Dual Language program is self-contained

Emergent Literacy is not an issue for our adolescent learners in the DL program.

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

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 for all staff has always focused on our ELLs' improving literacy in both language. A priority this year is insuring that all of our content area teachers are properly certified to teach ELLs. We have recruited teachers with this in mind, but have found a dearth of certified teachers. With this in mind, all teachers on our faculty are either now certified, enrolled in a certification program, ten of whom are taking an ITI program on-site at our school, for which we partnered with St. Johns in order to encourage timely registration. The majority of the remaining teachers who did not qualify for ITI tuition reimbursement are either already enrolled in a certification program or have committed to do so this academic year.

We have a school wide focus on preparing ESL students to be successful on the writing sections of Regents exams and aligning standards to the common core. 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, Science and Social Studies; improvement of teacher questioning techniques, implementing a differentiated, skills-based 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 literacy genre writing activities aligned to NYS ELA standards

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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 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.

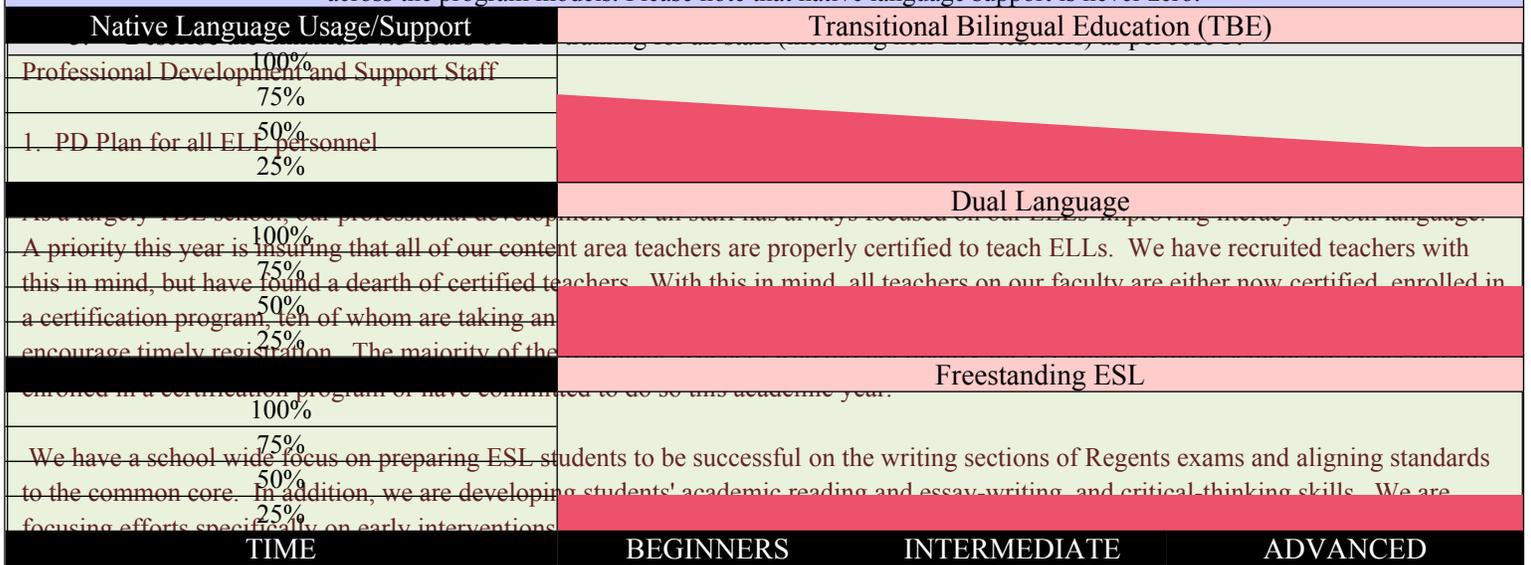
We began working with the College for Every Student (CFES) program this year, which supports and encourages all students to pursue a college education. CFES helped us broker a partnership with Castleton College in Vermont. Twenty of our students will be going on an overnight trip to the college this 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, which meet at least a total of twice a month for one and a half hours, aimed at better

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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Not only are all our PD sessions and faculty meetings, which meet at least a total of twice a month for one and a half hours, 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

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

We have a PA and SLT where parents voice concerns and offer support to the school. 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. We have also traditionally offered a Parent ESL class.

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 host an annual robotics event for students and parents to showcase student work.

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 server 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.

B. Programming and Scheduling Information--Continued

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Instructional Materials and Technology

Additional Information

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

Paste additional information here

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 - 4 Time in Target Language, Integrated vs. Separate, Separation of Language for Instruction, Model and Emergent Literacy

Approximately half of the instructional time is spent in each language.

ELLs and EP students are integrated in all classes.

Language is primarily separated by content and teacher.

The Dual Language program is self-contained

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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.)
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Professional Development and Support Staff

1. PD Plan for all ELL personnel

As a largely TBE school, our professional development for all staff has always focused on our ELLs' improving literacy in both language. A priority this year is insuring that all of our content area teachers are properly certified to teach ELLs. We have recruited teachers with this in mind, but have found a dearth of certified teachers. With this in mind, all teachers on our faculty are either now certified, enrolled in a certification program, ten of whom are taking an ITI program on-site at our school, for which we partnered with St. Johns in order to encourage timely registration. The majority of the remaining teachers who did not qualify for ITI tuition reimbursement are either already enrolled in a certification program or have committed to do so this academic year.

We have a school wide focus on preparing ESL students to be successful on the writing sections of Regents exams and aligning standards to the common core. 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, Science and Social Studies; improvement of teacher questioning techniques, implementing a differentiated, skills-based 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

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.

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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 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, which meet at least a total of twice a month for one and a half hours, aimed at better

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3. ELL Training for All Staff

Not only are all our PD sessions and faculty meetings, which meet at least a total of twice a month for one and a half hours, 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

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

We have a PA and SLT where parents voice concerns and offer support to the school. 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. We have also traditionally offered a Parent ESL class.

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 host an annual robotics event for students and parents to showcase student work.

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 server 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)										44	27	20	2	93
Intermediate(I)										24	62	46	32	164

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										23	30	20	23	96
Total	0	0	0	0	0	0	0	0	0	91	119	86	57	353

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										13	16	13	2
	I										25	34	33	12
	A										21	41	24	23
	P										19	25	15	20
READING/ WRITING	B										33	25	16	1
	I										26	65	48	31
	A										26	65	48	31
	P										1	0	1	0

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	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	67		48	
Integrated Algebra		217		149
Geometry	36		35	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		135		84
Physics				
Global History and Geography		106		62
US History and Government		68		54
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mirza Sanchez Medina	Principal		
Kathy S. Fine	Assistant Principal		
N/A	Parent Coordinator		
Carolyn Giroux	ESL Teacher		
Esmerelda Rodriguez	Parent		
Maria Diaz	Teacher/Subject Area		
Izagma Alonso	Teacher/Subject Area		
	Coach		
	Coach		
Mirian Lucas	Guidance Counselor		
Derek Smith	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 542 **School Name:** Manhattan Bridges High School

Cluster: 561 **Network:** New Visions

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

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

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Manhattan Bridges High School	DBN: 02M542
Cluster Leader: Debra Maldonado	Network Leader: Derek Smith
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 540 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Manhattan Bridges High School students are all ELLs or former ELLs. 41% of our students are SINI. As a result they need supplemental direct instruction in order to meet City and State and Federal credit accumulation, Regents, graduation and college and career readiness standards. Many of our students struggle in Native Language literacy skills and arrive to New York City, and our high school, with limited exposure to rigorous science and math education. In addition, the Regents examinations that are most valued as indicative of students college preparedness are given only in English, i.e.; Algebra 2, Geometry, Chemistry and Physics, so the need to accelerate our students acquisition and development of English language skills is more urgent than ever. For these reasons, our students need additional time and smaller classes to be given the supplemental education they need to be competitive.

ELLs, including SINI and Special Education students, who have failed classes and/or Regents exams, are the target population for these funds. A total of 6 teachers, who are certified in ESL and/or Bilingual Education and/or taking coursework to meet these certifications, will meet with students on Saturdays from 8:30 - 12:30 for a duration of 25 weeks, 4 hours a week for ELA, Algebra 1, Geometry, Algebra 2, Physics, and Living Environment Regents preparation.

Title III funds will also be used this school year to pay for before and after and credit recovery and tutoring for Math, ELA, Science, Technology and Social Studies classes. ELL students whose promotion is in doubt are programmed to these classes by the guidance counselors who review their report cards, failure reports and transcripts. A total of 5 teachers, who are certified in ESL and/or Bilingual Education and/or taking coursework to meet these certifications, meet with students from 7:45 - 8:45 a.m. or 3:45 - 4:45 p.m. three days a week before or after school. Teachers of Math, Science, Technology and Social Studies are dually certified in their content area and ESL or Bilingual Education and/or are taking graduate courses towards bilingual or ESL certification. Students satisfy their credit recovery requirements with a teacher certified in the content area for which they need to accrue credits by completing coursework and/or projects developed by their content area department to satisfy State regulations.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

As we have grown the NAF AOE and AOIT Academies over the past three years, we are seeing remarkable, documented improvements in attendance, retention, credit accumulation in the lowest third, attendance and college-ready scores over 75 on State Regents examinations. A total of 6 teachers, who are certified in ESL and/or bilingual education, or in the process of meeting certification by taking coursework, will meet for professional development 1 hour a week for 25 weeks with NAF/CTE Coordinator Hegal Martinez, certified in CTE, Bilingual Education and Administration, to develop a work-based learning program in Information Technology and Engineering for ELLs. The purpose for developing this program is to prepare our ELL population to be college and career-ready, having had work experience, been granted college credit and/or industry certification in CISCO, A+ and/or IC3.

Manhattan Bridges High School professional development includes two weekly seventy-five minutes common preparatory period in which all teachers have an opportunity to meet for the following activities: subject area meetings, common planning and intervisitations. Teachers meet every other Wednesday afternoon for Content Area Team meetings, during which they work on CEP goals set by their team in consultation with the Curriculum and Instruction steering committee. They also use this time to develop and review curriculum in alignment with Standards, develop common assessments, review student work, results and outcome data, share best practices and effective strategies and determine next action steps. Teachers from each department present their work, student work and outcomes at faculty meetings to promote inter-disciplinary best practices, as well.

Assistant Principals meet with teachers individually, by cohorts or with the school at large to work on specific issues, such as language acquisition, literacy strategies, Sheltered Instruction and curriculum development. The school will continue to work with partnerships, such as Repertorio Espanol, that support the integration of the arts through the curriculum, provide professional development opportunities as well as residencies. New Visions, as the schools Partner Support Organization will continue to provide professional development in ELL strategies, Youth Development, college readiness and data analysis. Our lead partner, The National Academy Foundation, will continue to work with the school on leadership development, partnership development and college readiness.

In addition, the teaching staff meets on alternate Wednesdays during a common meeting time for professional development activities, led by fellow teachers, to continue the work in the following areas: Aligning curriculum to Common Core Standards; Developing a CTE Academy of Engineering and Information Technology Program Understanding by Design, Backwards Planning; Providing Sheltered English Instruction to ELL, using the SI model; Teaching reading and writing to ELL, using balanced

Part C: Professional Development

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.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents who learn English are at an advantage in the marketplace and serve as role models to their children. We will use Title III funds to pay for a Parent ESL class that will be taught by Adolfo Calovini, ESL teacher, and will meet for two hours a week for twenty five weeks. They will be notified of this class, in Spanish, by mail, by backpack, at PA meetings, Parent-Teacher conferences and by Phone Master. We will also use funds to enhance PA involvement meetings by providing parents with newsletters and fliers that orient them to NYC and NYS school standards and expectations, and how parents can support their children in meeting these standards.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$49132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$48,892.20	Per-session costs for 24 teachers at \$49.89/hour -Credit Recovery 5 teachers x 3 hours/wk x 20 weeks -Regents Preparation 6 teachers x 4 hours/wk x 25 weeks -Parent Class 1 Teacher x 2 hours/wk x 20 weeks -PD for WBL Team 6 teachers x 1 hour/wk x 25 weeks
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$49132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2398	Mailings to parents Supplies for newsletters and fliers Translation and interpretation Refreshments
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$49,132	