



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MANHATTAN BRIDGES HIGH SCHOOL

**DBN (i.e. 01M001):** 02M542

**Principal:** MIRZA SANCHEZ-MEDINA

**Principal Email:** [MSANCHE4@SCHOOLS.NYC.GOV](mailto:MSANCHE4@SCHOOLS.NYC.GOV)

**Superintendent:** MARISOL BRADBURY

**Network Leader:** DEREK JONES

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mirza Sanchez Medina	*Principal or Designee	
Susan Lally	*UFT Chapter Leader or Designee	
Germina Fermin	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Rosangel Garcia Ginny Reyes Samuel Aquino Diana Uriarte Sara Torres	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Georges Mathieu	Member/ AP	
Kathy Fine	Member/ AP	
George Lock	Member/ AP	
Izagma Alonso	Member/ Math Team Leader	
Vanessa Cruz	Member/ Science Team Leader	
Carolyn Giroux	Member/ English Team Leader	
Michelle Leonor	Member/ Social Studies Team Leader	
Ruben Sanchez	Member/ NLA Team Leader	
Marangelitza Rivera	Member/ CTE Program Team Leader	
Hegal Martinez	Member/ Youth Development Team Leader	
Germina Fermin Matilde Estrella	Member/ SLT	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To sustain and strengthen a supportive school culture with a focus on youth development

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Small drop in student attendance as determined as determined by NYC Progress report. School Environment Survey exposes that a certain percentage of students feel disconnected from the established academic culture of school.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- College and Career Seminars twice a week for all students to set personal academic and career goals
- Enroll students in iMentor program where students work on academic performance with professionals
- Junior Achievement program used to teach financial literacy and set career goals
- Activity Wednesdays which used to promote positive character development
- Work Based Learning Activities, educational field trips, and college trips for all students throughout high school
- Identify 20 lowest performers from PR data and distribute to counselors in November; target student needs
- Weekly Guidance meetings to develop intervention plans to address socio-emotional and academic needs of students
- Weekly Attendance team meetings to develop intervention plans to increase student attendance
- Marking Period Grade Team meetings to develop academic intervention plans for off-track students
- Weekly Youth Development team meetings to increase offerings, recruitment, participation and engagement in college and career readiness
- Creation of new organizational structure: WBL Coordinator
- New Visions Youth Development Retreat to study DOE College and Career Readiness Benchmarks, which resulted in revisions to Youth Development Plan
- New Visions GoogleDocs tracking of college, financial aid and scholarship application process
- Weekly character education movie club, with targeted counseling group after-school
- Award ceremonies; assemblies at the end of Marking Periods

#### B. Key personnel and other resources used to implement each strategy/activity

1. Youth Development Team (APs of Organization and Supervision, Guidance Counselors, YD Coordinator, Youth Development Officer, and Teacher Representative, WBL Coordinator, Parent Coordinator, CTE and other Teachers)

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Results on the School Environment Survey, specifically on the questions, "Most of the teaching staff at my school makes me excited about learning" and "Most adults at my school care about me" and an increased number of teachers demonstrating classroom practices which establish a culture for learning (Danielson 2a).
- Measured by an average daily attendance of 95% or higher.
- Measured by a 5% increase in student participation and engagement in programs which target college and career readiness (i.e. raise enrollment in College Now from 60 - 75, raise number of participants in job shadowing from 300 to 400, and raise number of participants in internships from 15 to 25).

**D. Timeline for implementation and completion including start and end dates**

1. Daily, weekly, or monthly meetings; this is a recursive process with built in checkpoints to assess where students are currently performing and to adjust action plan to further meet CEP goals and/or students' individual needs.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Student program adjustments to address needs
- Extended school day
- In-house PD by Grade Level Team Meetings – Kid Talk and Identification of “Top Twenty”
- PD on Danielson Rubric to support teachers in establishing a culture for learning and increasing student interest and engagement
- Work-Based Learning Coordinator on Employability Profile
- ESI & Culturally Responsive Education with Michelle Knight
- Professional Development on locus of control facilitated by Guidance Department

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conferences between guidance, teachers, parents, and teachers to alert all parties of issues and set goals to ameliorate
- Online grading system Skedula used to keep parents informed of student progress in real-time
- Monthly YD newsletter and mass emails informing parents of student opportunities
- Phone calls by Parent Coordinator
- Sharing school School Calendar on website
- Special Events

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	x	Grants

List any additional fund sources your school is using to support the instructional goal below.

Expanded Success Initiative

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To set high expectations for academic instruction aligned to Common Core Literacy Standards

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

New York City mandate as stated in Citywide Instructional Expectations calls for alignment of instruction with Common Core Literacy Standards. Preparation of students for upcoming Common Core Regents requires implementation of Common Core text-based activities. Teachers' reports of student performance on Common Core activities indicates the need for students to increase their skills in reading and analytical writing, and critical thinking.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Teachers participate in Professional Development offerings and share best practices about how to teach literacy in the academic disciplines and

promote bilingual vocabulary during twice monthly Department Team meetings and in twice a month Team and monthly Faculty meetings

- Teams develop assessments and writing rubrics in twice a month Team and monthly Faculty meetings
- Teachers work during prep and professional team time to write lessons, which incorporate literacy strategies and activities aligned to Common Core literacy standards
- Teachers share best practices during twice a month Team and monthly Faculty meetings
- Assistant Principals work with principal and refer to relevant ARIS LO resources to improve Danielson coaching practice to promote teachers' improvement in instructional practice that aligns to Citywide Expectations/Instructional Shift
- Teacher inter-visitations will be performed to share best teaching practices across school.
- Teachers will make content accessible to learners of varied English proficiency through varied activities such as reading comprehension, bilingual vocabulary development, writing for content specific tasks, and listening and speaking tasks and other scaffolding strategies to make content accessible.
- Teachers will begin teaching prefixes, suffixes, and word parts and families in their classrooms, share their progress and student work.
- Introducing vocabulary in context. Ask students to identify key vocabulary in multiple choice questions, introduce tier 2 /sophisticated/academic vocabulary, display and use word walls, reinforce words in class by teacher usage and rewarding student usage, include vocabulary as part of the scoring rubric.
- Interdisciplinary meetings by Humanities/ELA/ESL/NLA departments to share and align practices where possible.
- English teachers will align on using collaborative group work to engage students in DOK level 3-4 thinking around grade level texts.

**2. Key personnel and other resources used to implement each strategy/activity**

- Principal and members of school Cabinet (AP's of Organization and Supervision, and Youth Development Coordinator)
- Members of Curriculum and Instruction Team (Cabinet and Department Team Leaders)
- Grade Level Team Leaders (Teachers)
- Teachers of core classes

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teachers' development, revisions, and teaching of two units aligned to Common Core literacy standards through process of artifact review to promote literacy skills acquisition, critical thinking, academic discussion, and rigorous instruction
- Measured by an use of horizontally aligned rubrics to measure literacy skills in reading and writing, e.g.; Common Core argumentative rubric.

**4. Timeline for implementation and completion including start and end dates**

- Principal and members of school Cabinet (AP's of Organization and Supervision, and Youth Development Coordinator)
- Members of Curriculum and Instruction Team (Cabinet and Department Team Leaders)
- Grade Level Team Leaders (Teachers)
- Teachers of core classes

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- In-house PD by Department Teams focus on school-wide assessments and writing rubrics
- 3 members of math team participating in extensive Common Core PD (offered through DOE) throughout the year and serving as turnkey for entire Math team
- 4 members of science team perform ongoing curriculum development to align with Common Core Literacy Standards
- 2 English team members and 1 Humanities teacher attend DOE and New Visions
- 6 ESL teachers participate in professional development on using Reading Plus online program to develop students' Common Core aligned reading skills and habits

- Inter-disciplinary team works with New Visions literacy coach to horizontally align to share and develop best practices to promote literacy which meets Common Core Standards
- In-house PD by Grade Level Teams: development of classroom resources to facilitate horizontal alignment of instructional practice/assessment
- One to one coaching by immediate Supervisor and colleagues through observation process
- Assistant Principals differentiate according to teacher goals and needs to suggest specific ARIS LO resources associated with instruction such as LO 720, “Understanding the Framework for Teaching with the Literacy Shifts in Social Studies and Science,” LO 124 “Engaging Students in Higher Order Thinking”
- New Visions Literacy Coach in English and Mathematics
- In-house PD by ESL/ELA teachers (i.e. Mr. Calovini, Ms. Fine, and Ms. Giroux) on reading, writing, listening, and speaking
- In-house PD by Department Teams where teachers share and incorporate best practice regarding achievement of ELL’s (SIOP, QTEL, Differentiated Instruction, Reading and Writing Across the Curriculum) into their instruction
- PD by Ms. Saldutti of Educhange on Concept Construxx

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parent Association presentation to parents explaining how the Common Core Standards are relevant to their children’s lives.  
 Parent outreach by teachers to inform parents of student progress.  
 Skedula, which is an online grading system for parents to see their children’s scores on Common Core activities. Teachers also post Common Core instructional activities, such as rubrics, for student and parent access.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	x	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

High Expectations for Academic Achievement for all Learners

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A need to improve credit accumulation, graduation and Regents/Common Core performance on State exams

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Sharing of strategies to prevent student course failure, such as:
  - student self and peer assessment and monitoring of learning
  - using Skedula to facilitate students’ tracking of own progress
  - credit intervention
  - emphasis on teaching academic behavior e.g.; Si se puede

- use of reiterative learning (e.g. Test Corrections)
- CTE teachers further develop curriculum to align to Common Core
- Math and Science teams vertically align curriculum to maximize student enrollment in advanced 4<sup>th</sup> year courses
- use of iXL and Reading Plus, online math and reading programs, which students use to monitor and fill gaps in learning,

- Teachers use of flexible grouping and UDL to engage all learners in high cognitive activity
- Use of formative assessments to continually check student understanding and fill in knowledge/skill gap (3d. Danielson)

**2. Key personnel and other resources used to implement each strategy/activity**

Principal and Assistant Principals to supervise and facilitate through professional development, Discipline Area Team Leaders, who are members of Curriculum and Instruction Team/Steering Committee, Guidance Counselors to program students for credit intervention

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

85% of Cohort P will accumulate all credits toward graduation

Increase percentage of students who graduate college ready in Math from 13% to 23% and in ELA from 47% to 52%

**4. Timeline for implementation and completion including start and end dates**

The Principal, with her Cabinet of Assistant Principals, meets weekly to review data and implementation of initiative through the Curriculum and Instruction Team, which meets every other week and propose and monitor goals, initiatives and programs to steer the agenda of Faculty and Department Team Agendas. Teachers use professional team time weekly to develop curriculum and programs to meet school and team goals. This is a recursive process with built-in checkpoints to assess student and teacher and to adjust action plans to meet CEP goals.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- In-house PD by Department Teams and assistant principals on Danielson Component 3d, using resources such as ARIS LO 130, "Using Assessment in Instruction," and LO 107 "Guiding Students in Assess their Own Learning."
- In-house PD in Grade Level Team Meetings – Kid Talk and Identification of "Top Twenty" and development of intervention plans
- One to one coaching by Assistant Principals and colleagues through observation process

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents had a meeting in October to review Common Core Standards

Parent Workshop on accessing Skedula will be held in January, 2014

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 #4***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To Provide Teachers with Ongoing Professional Development to Facilitate Alignment of Instruction to Danielson Rubric to Best Promote Student Achievement of Common Core Standards

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Professional Development on NYCDOE Advance to meet State requirements is mandated. Given need for students to be college and career-ready, as evidenced in State Regents performance in ELA and Math, we see the need to do so.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

- Two beginning of the year, full day faculty conferences focused specifically on *Advance* orientation and follow up meetings throughout the year to provide updates and address
- Team meetings on Activity Wednesdays once a month where teachers review rubric and either identify or develop strategies for Highly Effective practice
- Regular emails to faculty about ARIS Learning Opportunities which target school initiatives
- Recommendations of specific ARIS Learning Opportunities during post-observation meetings and observation reports which target teachers' individual needs (ongoing)
- One-on-one supervision between teacher and AP, differentiated to provide PD to teachers on certain components where there is need (ongoing)

• **Key personnel and other resources used to implement each strategy/activity**

Principal and Assistant Principals to supervise and facilitate through professional development, Discipline Area Team Leaders, who are members of Curriculum and Instruction Team/Steering Committee.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Exit slips from PD, Discipline Team Minutes, Emails, Documentation of post-observations and observation reports

• **Timeline for implementation and completion including start and end dates**

The Principal, with her Cabinet of Assistant Principals, meets weekly to review data and implementation of initiative through the Curriculum and Instruction Team, which meets every other week and propose and monitor goals, initiatives and programs to steer the agenda of Faculty and Department Team Agendas. Teachers use professional team time weekly to develop curriculum and programs to meet school and team goals. This is a recursive process with built-in checkpoints to assess student and teacher and to adjust action plans to meet CEP goals

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- In-house PD by Department Teams; teachers create documents and resources which align with Danielson Rubric (e.g. protocols and student rubrics for group work and academic discussions/debates, DOK question banks, student-centered activities, sentence starters, etc.)
- ARIS Learning Modules and Videos
- Physical Education Liaison from Office of School Wellness Program will provide PD to our PE teachers on how to align program and instruction to Danielson Rubric

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent meeting in September, 2013 to explain Danielson Components of Teacher Practice

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**a) Strategies/activities that encompass the needs of identified subgroups**

1.

**b) Key personnel and other resources used to implement each strategy/activity**

1.

**c) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**d) Timeline for implementation and completion including start and end dates**

6.

**e) Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	In-House developed activities, e.g.; teaching students to write paragraphs using MEAL (Main Ideas, Evidence, Analysis, and Linkage) -Credit Recovery, Credit Intervention, Regents Preparation, Tutoring -Multiple opportunities for revision and relearning -Test correction protocol	Small group, tutoring and classes	Before school, after school and Saturdays
<b>Mathematics</b>	-Multiple opportunities for revision and relearning - Credit Recovery, Credit Intervention, Regents Preparation, Tutoring - Test correction protocol	Small group, tutoring and classes	Before school, after school and Saturdays
<b>Science</b>	-Multiple opportunities for revision and relearning -SmartScience online labs, “Yes I Can” self-assessment template -Credit Recovery, Credit Intervention, Regents Preparation, Tutoring	Small group, tutoring and classes	Before school, after school and Saturdays
<b>Social Studies</b>	-Multiple opportunities for revision and relearning -Credit Recovery, Credit Intervention, Blended Online Learning, Regents Preparation, Tutoring	Small group, tutoring and classes	Before school, after school and Saturdays
<b>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</b>	Counseling	One to one and small groups	Before school, after school and Saturdays

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Manhattan Bridges High School recruits and hires teachers through Department of Education and New Visions Job fairs, the Urban Teacher Reserve Program, and the open market. A strong fit between teacher and school is sought; some criteria for hiring teachers include: with extensive content knowledge that are bilingual in Spanish and English, and who have a calling and a record of success in working with New York City's English Language Learners. We retain teachers by being highly supportive, offering opportunities for intellectual stimulation and growth, celebrating teacher successes, and identifying teachers' strengths. We also offer opportunities for upward mobility in that there are several positions in the school for teacher leaders. High quality and meaningful professional development opportunities are provided based on student performance data which exposes area of need. Teachers have earned ESL licenses and Bilingual Extensions in addition to their content area teaching license through working in Manhattan Bridges High School. Professional development opportunities are embedded into the school day (i.e. professional periods and Activity Wednesdays). Teacher leaders also attend outside PD in order to bring important knowledge back to their respective teams.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development on incorporating Common Core activities in the classroom has been provided at both the macro and micro level. Schoolwide, we have workshops for teachers to develop and share ideas. Teacher leaders attend Common Core PD at New Visions for Public Schools and the Department of Education. Teachers also work over the summer and on Saturdays to develop curricula and align vertically and horizontally with the Common Core State Standards. New Visions provides literacy coaches to assist with text-based writing and other Common Core activities. Educhange also supports our teachers in this area. Department Teams analyze many items Common Core items, such as test sample questions from EngageNY, the ELA Rubrics from the ELA Performance, and the ELA Performance Exam to adjust their curricula.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The Curriculum and Instruction Team and the Youth Development Team, in combination with School Leaders, decide how to most effectively allocate monetary resources and services to best meet school needs. Students in temporary housing are provided with coats, uniforms, and other basic supplies to promote academic success. Parents are provided with metrocards to meetings to increase involvement. Parents are also empowered by the technology classes and workshops to promote computer literacy and provide support on the college application process.

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

1. **Curriculum and Instruction Meetings** – Composed of school leaders, department team leaders, and guidance counselors. The Curriculum and Instruction Team (C&I) is a steering committee that facilitates multiple reviews and analysis of quantitative and qualitative school data in the context of Citywide Instructional Expectations (CIE), Regents and Common Core Learning Standards, (CCLS). The C&I Team considers Standards and School Data when aligning proposals, goals and decisions to Manhattan Bridges High School’s Vision and Theory of Action to determine next steps to improve student outcomes. Its work includes:
  - f) Facilitating the work on developing, monitoring, meeting and revising School Goals in consultation with department teams, as represented by department team leaders on the basis of analysis of the following data:
    - i. Attendance, grades, scholarship, student tracking, and NCLB progress from ARIS, ATS, HSST, Skedula.
    - ii. Feedback the school has received from Progress Reports, School Environment Surveys, Quality Reviews, State Report Cards, and ESCA.
    - iii. Teacher, guidance and student concerns, teacher anecdotal, proposals, student work, and student activities and best practices shared in Student Government and Professional Development meetings such as Common Planning Teams, Department Teams, Youth Development, Attendance Team and Faculty meetings.
    - iv. Teacher data reports on student achievement, such as common assessments
  - g) Ensuring coherence among goals of individual teachers, outcomes of common planning, School Goals, and Professional Development (PD) Plan developed by C&I team
  - h) Proposing and making decisions on programming changes based on the analysis of school data
  - i) Sharing data with the entire school community such as faculty and family to promote a united approach in reaching school goals
2. **Measures of Student Learning (MOSL) Team** – composed of administrators, teachers, and the union representative. The MOSL Team carefully selects examinations which are considered to be accurate measures of student learning and those which align with the school vision and goals.
3. **Department Team Meetings** – Composed of teachers by subject area. Teachers develop uniform or common assessments within their subject area (e.g. 1<sup>st</sup> Marking Period Exam in Algebra) and use them as benchmarks to monitor student progress towards meeting NY State and Common Core State Standards. Departments analyze Common Core Sample items from EngageNY to develop their assessments. At the end of the year, Teams analyze schoolwide data on standardized tests and reflect on personal practice. Teachers make curricular adjustments as necessary to best align instruction with standardized tests.
4. **Interdisciplinary Team Meetings** – Composed of teachers by grade level. Teachers agree upon or develop common assessments to use across a grade level. For example, teachers developed Common Core assessments for 9<sup>th</sup> graders where the ELA Performance Assessment rubric was used to measure student progress in meeting CCLS standards.

**TA Schools Only**

**Use of Program Resources**

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

NA

**TA Coordination with the Regular Program**

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

NA

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>542</b>
School Name <b>Manhattan Bridges High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mirza Sanchez-Medina</b>	Assistant Principal <b>Kathy Fine</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Adolfo Calovini</b>	Guidance Counselor <b>Mirian Lucas</b>
Teacher/Subject Area <b>Marangelitza Rivera/Technology</b>	Parent <b>Anthony Roberts</b>
Teacher/Subject Area <b>Michelle Leonor/US History</b>	Parent Coordinator <b>Grace Ojeda</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>9</b>	Number of certified NLA/foreign language teachers	<b>4</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>552</b>	Total number of ELLs	<b>361</b>	ELLs as share of total student population (%)	<b>65.40%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish, English
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish, 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										120	82	60	19	281
<b>Dual Language</b> (50%:50%)										34	71	81	88	274
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	<b>0</b>	<b>154</b>	<b>153</b>	<b>141</b>	<b>107</b>	<b>555</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	361	Newcomers (ELLs receiving service 0-3 years)	227	ELL Students with Disabilities	10
SIFE	134	ELLs receiving service 4-6 years	95	Long-Term (completed 6+ years)	29

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	205	53	3	59	28	3	20	7	2	284
Dual Language	32	2	0	36	8	1	9	1	1	77
ESL										0
Total	237	55	3	95	36	4	29	8	3	361

Number of ELLs who have an alternate placement paraprofessional:

### 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										123	96	85	57	361
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>123</b>	<b>96</b>	<b>85</b>	<b>57</b>	<b>361</b>								

\*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	3	40	14	57	25	56	38	50	80	203
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	3	40	14	57	25	56	38	50	80	203

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>185</u>	Number of third language speakers: <u>23</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>100</u>
	Other: <u>    </u>

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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)										37	23	16	1	77

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										42	42	40	19	143
Advanced (A)										40	38	29	34	141
Total	0	0	0	0	0	0	0	0	0	119	103	85	54	361

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										8	7	12	3
	I										36	26	18	17
	A										34	22	12	20
	P										18	9	9	11
READING/ WRITING	B										42	17	11	1
	I										27	35	31	29
	A										27	35	31	29
	P										0	1	1	3

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 (SWD)					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 (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	89		39	
Integrated Algebra		172	12	143
Geometry	47		45	
Algebra 2/Trigonometry	1		1	
Math				
Biology		176		137
Chemistry				
Earth Science		44		40
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We have developed a level-set exam in English, which we use in tandem with NYSESLAT scores, to determine ESL/ELA placement for students. Students are moved from TBE programs into DL programs, as they acquire more skills in English. By looking at our ELL program breakdown, one can see that the proportion of students who begin in the TBE program goes down as language and literacy proficiency rise between the 9<sup>th</sup> and 12<sup>th</sup> grades.

This year we are piloting using the assessment from Reading Plus to determine student literacy. We have learned that a good number of our intermediate ELLs are reading at a 2<sup>nd</sup> to 3<sup>rd</sup> grade reading level, so they need targeted intervention to be able to meet high school Common Core Standards and become college ready by time of graduation. We are developing an inquiry to determine the efficacy of the Reading Plus intervention program to raise these students' literacy levels.

One of our CEP goals is to graduate students who are college ready. Language development and literacy are key to academic success, so we are sending teachers for Common Core Literacy PD with the New York City Department of Education and with our Network, New Visions for Public Schools. In addition, we have invited a New Visions literacy coach to work with an interdisciplinary team of teachers to develop horizontal alignment using effective literacy strategies in STEM and Humanities classes.

Note: We were recipients of the State-funded CUNY-NYSIEB grant last year and worked with Ofelia Garcia and her colleagues at the CUNY Graduate Center. We use translanguaging, as recommended by Dr. Garcia's research, which determines that people acquire additional language(s) by using their native language as a tool. We use the BL and DL guidelines fluidly and program students based on their progress and performance rather than strictly on the mandates of one program or the other. We have exceptional success with ELLs, as borne out by our being a Golden Seal US News & World Reports School, 2013-2014, our Where Are They Now College readiness and attendance statistics, and our well above average graduation and Regents performance rates for ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Students progress and develop English language proficiency consistently and well over their four years at Manhattan Bridges High School. While 65 - 75% of the entering class for cohort P were ELLs, only 1 SWD student in Cohort P tested as a Beginner in June, 2013. Five SWD students tested out of NYSESLAT at the end of the 9<sup>th</sup> grade, a couple of whom were LTELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Last school year we determined that we would meet our AMAO for the NYSESLAT, so we did not particularly base our instructional decisions on determining how to meet the AMAO. Instead, we continued to focus on how to prepare students for college and career standards and how to meet our AYP for the ELA Regents and Common Core assessments by developing curriculum that aligns to Common Core and college readiness standards. We reviewed the new sample NYSESLAT to determine what curricular changes we would need to make in anticipation of this new accountability and determined that it was in line with what we had already determined our students needed in order to be college and career ready; a greater focus on English language grammar and conventions. We'd found that students' lack of understanding of morphemes and syntax was impeding their oral and written language production, and even more critically, their capacity to make deeper meaning of text. Our determination to re-design our ESL program to teach language conventions more directly turned out to dovetail with the new standards revealed in our analysis of the revised NYSESLAT.

It is truly unfortunate that we cannot address the above question to the fullest because there is no updated information in the RNMR report from ATS. The latest NYSESLAT data reported is from June, 2012, which does not accurately reflect the achievement or progress of the students who currently attend our school or inform us for this year's instructional decisions. The RNMR report from June, 2012, which is the data we reflected in the NYSESLAT Modality Analysis, shows that only 5 students in grades 10 - 12 reached proficiency in Reading and Writing, which is extremely revealing data. We wish we were able to compare this data to the June, 2013 data, given our curricular changes, and a significantly more rigorous NYSESLAT, because this data would be very useful to inform our instruction. We do believe that the data would reveal significantly improved scores in Reading/Writing based on the

data that shows that 55 of our students progressed to English proficiency and 140 students progressed at least one level in the NYSESLAT in June, 2013.

We also regret not being able to use the AMAO tool. We were able to import the RESI data without difficulty, but the page for the RNMR data was password-protected, according to our network data support person, the file was corrupted. We look forward to using it in future when these technical issues are resolved.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Students are definitely becoming more proficient as they proceed from grade 9 - 12, as mentioned above. Our school ELL population is composed primarily of Newcomers - 66%, then ELLs - 26% and finally LTELLs - 8%. Approximately 23% of our ELL population are SIFE. Currently 77% of our 9<sup>th</sup> graders, 67% of our 10<sup>th</sup> graders, 60% of our 11<sup>th</sup> graders and 53% of our 12<sup>th</sup> graders are ELLs. We definitely see students progressing across the grades from Beginner to Proficient. We do note a trend of students' stalling for a couple of years or so at the Intermediate level, but the majority of even those who get stalled do progress to Advanced and Proficient by Senior year. We would appreciate receiving data on our graduates, because we do test our 12<sup>th</sup> graders in the spring, too, and it would be interesting to note how many of them gained proficiency and moved up levels in the 12<sup>th</sup> grade, too.

Our ELL students tend to take tests available in their native language. They fare as well or better than ELLs Citywide and in the State

on Regents exams. The exam which is most difficult for our ELLs is the ELA Regents exam. By June, 2013, 73% of the ELL population had passed the ELA Regents. By August, 2013 84% of our students had passed the ELA Regents, with an additional When they take

Regents exams in English they do well, e.g.; 45/47 ELLs who took Geometry passed it. We find that providing the particular population of ELL students, who need additional time to acquire English, with a targeted, highly focused ELA-intensive program, where students read, write, study grammar and speak in English five hours a day, to be highly effective in preparing students with the skills they need to pass the ELA Regents.

- N/A
- N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We have provided and continue provide PD on translanguaging for emergent bilinguals, developing literacy through vocabulary development, teaching reading strategies, setting language objectives in all content courses, aligning curriculum development to Common Core Literacy standards.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- a. By Senior year all EPs take the AP Spanish Language and or Literature and Culture exams. 90% of our AP Spanish Language students passed the exam with a score of 3 or above, with an average score of 4. 86% of our AP Spanish Literature and Culture students passed the exam with an average score of 3.3%.

b. Excellent - see above

c. Excellent - 98% of proficient students passed the ELA Regents last year, 88% with a score of 75+. The graduation rate for EPs at Manhattan Bridges High School in June 2013 was over 95%.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We do not have final results in about AYP, but the new metrics are proving to be challenging. We believe we are successful at meeting the needs of our ELLs compared to other schools in the City, State and Nation. We also recognize how great a challenge we have ahead of us to prepare our ELLs, 23% of whom are SIFE and 66% of whom are newcomers, to meet Common Core and College Readiness standards, because of the additional cognitive demands of learning a second language, which research has shown to be a 5-7 year process. Nevertheless, our school has received a score of A on the Progress Report every year the NYCDOE Progress Report has been published. Manhattan Bridges High School received the Gold Seal from US News and World Report based on Graduation Rate and AP Passing Rate.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Identification of Eligible LEP/ELLs in a timely manner
  - Guidance counselors and ESL Team Leader review NYSESLAT data for List Noticed students and place them accordingly
  - The HLIS is administered by guidance counselors in Spanish to Over the Counter (OTC) students during intake interviews
  - Over the Counter students' families are oriented to Manhattan Bridges High School bilingual program during intake
  - All students identified as speaking Spanish as their primary language are administered the LAB-R and Spanish LAB for placement purposes within their first ten days of school.
  - Incoming freshmen and Over the Counter students take in-house assessments in Spanish, Math, Science and English literacy and are programmed accordingly
  - Incoming freshmen, and ninth and tenth graders take in-house English leveled set assessments and are placed accordingly
  - Bilingual Coordinator administers the LAB-R. Students are placed according to results
  - Parent Coordinator and Counselors provide Parent Orientation Sessions, at which they review the "Parent Orientation Packets." These packets contain English and Spanish versions of the Parent Survey and Program Selection form, Entitlement Letter and Title III Parent Letter.
  - The Bilingual Coordinator and A.P. Instruction keep records and maintain eligibility records
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.  
Information sessions to parents as required by Title I, Title III and CR Part 154
  - Parent Orientation sessions are led by the Parent Coordinator and/or guidance counselors on an ongoing, as needed basis throughout the school year, because we continue to accept OTC students all year long.
  - Parents are presented the Parent Orientation Video informing them of different program models (TBE, DL, and ESL) in the parents' preferred language.
  - Parents receive notification of LAB-R results in Spanish and English versions of the Entitlement Letter.
  - Parents receive Parent Selection Forms and are encouraged to fill them out. The default program, if we do not receive their form is bilingual education.
  - Parents are mailed packets, in Spanish and English, in September, dependent on their students' eligibility as determined by the NYSESLAT or LAB-R:
    - o NYSESLAT Achievement Test Parent Report from prior spring

OR

- o Parent Survey and Program Selection Form, which informs them of their child's results on the hand-scored LAB-R
- o Continued Entitlement Letter OR Non-Entitlement Letter
- o Title III Parent Letter, which encourages them to take advantage of academic interventions appropriate for language learning
  - During October Parent-Teacher conferences, the Parent Coordinator and Assistant Principal Instruction and/or Bilingual Coordinator greet all parents and review their child's LAB-R or NYSESLAT scores.
- o They review copies of Parent Orientation packets for newcomers identified by the LAB-R and encourage those who have not yet filled out their Parent Selection forms to do so.
- o They inform parents of all eligible students of Title III programs available.
- o They congratulate parents and students who attained Proficiency and inform them of transitional services and Title III programs provided by the school

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The parent coordinator is responsible for distributing and collecting Parent Survey and Program Selection forms. We file forms that are returned in guidance files. All students for whom we do not collect a form default to TBE.

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.

Students are placed in bilingual or dual language classes based on parent preference, as describe in process above. We do not offer a freestanding ESL program.

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

Students are identified on the basis of the RLER and LAB-R results. We make an effort to administer all sections of the NYSESLAT Test every year by administering the Reading, Writing and Listening exams during ESL class time. We offer numerous after-school make-up exams during the exam window to insure that the greatest number of students are tested. Every ESL teacher is assigned a specific group of students, not their own, to test, during their Professional periods, on the Speaking section. Students are removed from class for the time it takes to administer the test in a separate location. Every effort is made to insure that every student is tested. We tested well over 90% of our eligible population in Spring, 2013.

6. 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.) 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](#)

There is a 1-1 correspondence between parent requests and the programs we offer. All parents of the 35 over-the-counter students requested a bilingual program. No parents request freestanding ESL. Manhattan Bridges is well known in the NYC Latino community as a bilingual school. There are no mandates about Dual Language, but the majority of students who are admitted into the Dual Language Program are articulating from middle school Dual Language programs. Parents and students are notified that they are in Dual Language Programs. None have ever requested to be transferred out into the bilingual program.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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. 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)?

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. 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the DL program, students receive 50% of their instruction in each language. We are still determining how to deliver instruction mosteffectively 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 predominatly 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 inthe lower grades and so the content area classes tend towards a higher percentage of Spanish language instruction. The sciencedepartment 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.

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

Teachers use common rubrics and assessments for paragraphing, essay writing and vocabulary development. We administer the Spanish LAB to students to evaluate their native language skills. Every student also takes the Spanish Language

Regents exam, too. 60% of our students also take the AP Spanish Language and/or AP Literature and Culture exams. On the former, they average a score of 3+ and on the latter, 4.0.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Teachers have developed common assessments for reading through annotation and common rubrics for writing aligned to the Common Core Standards. They are currently in the process of developing protocols, rubrics and assessments for discussions. Our students have generally performed better in listening and speaking than in reading and writing on the NYSESLAT, so our efforts were formerly primarily focused on those two modalities. We have come to a greater appreciation of how our students' verbal fluency can be a tool to improve their literacy skills by deepening their vocabulary acquisition and depths of knowledge through questions that call upon their critical thinking skills. Teaching students to debate, for example, is an excellent way to have them practice skills in persuasion and rebuttal that they need to write an argumentative essays
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The Manhattan Bridges instructional approach is to integrate “translanguaging” academic English and native language literacy development into curriculum and instruction with differentiation based on student need. Each child is individually programmed

each

semester based on teacher and counselor recommendation, grounded in State and in-house assessments. We have found that no matter students’ “designation” as SIFE or LTELL, our program is tailored to individual student academic and YD needs, based

on

ongoing formative and summative assessments. We have SIFE and LTELL students attending AP classes, as well as before,

during,

after-school and Saturday Academy credit intervention, credit recovery and/or Regents preparation classes and tutorials, along with non-designated students, based on their progress and achievement, not solely based on their designation:

- Instruction in all curriculum areas in both English and Spanish as the BL and DL program models require
- Explicit teaching of students’ bilingual academic vocabulary skills and study habits necessary for success in high school

and

college in all classes.

- Differentiated standards-based ESL and ELA instruction based on ELLs’ proficiency level, SIFE and LTELL status as determined by the NYSESLAT and/or LAB-R; e.g., before-school, after-school, during school, and Saturday Academy classes,

as

well as team-taught content area classes with push-in ESL teacher support.

- We piloted “leveled-set” assessments in ESL last year and placed students in classes based on their English language development needs. The majority of SIFE students were placed in Beginner ESL classes with smaller class size, when possible,

and

explicitly taught language functions and syntactic structures, content-area knowledge to accelerate these students’ learning and bring them up to speed with their peers.

- Rigorous grade-level curriculum and content-area instruction in LEP/ELL programs, reflecting best practices aligned

with

Common Core Learning Standards.

- Related assessments are aligned with Common Core Standards
- Coursework and assessments challenge students to answer questions, orally and in writing, based on evidence from text, that plumb depths of knowledge in both English and Spanish.
- Students are explicitly taught strategies such as how to annotate, use a bilingual dictionary, ask questions, clarify, comprehend, analyze and synthesize text so they can read primary sources, professional articles, works of literature and poetry in both English and Spanish.
- Integrating ESL strategies for instruction in all classes, which include the development of all four language modalities: listening, speaking, reading and writing in both English and Spanish.
- ESL instruction using appropriate and current research-based strategies.
- English language instruction through the content areas using ESL methods, such as scaffolding strategies so that both

language and content acquisition is achieved.

- Native language instruction and/or encouraging students to use native language as a tool to support English language acquisition whenever necessary.
- Developing on-going formative assessments, such as “Si Yo Puedo,” in order to plan, modify and augment instruction.
- Sourcing and designing standards-based instructional materials and technology for ESL and content areas, age/developmentally appropriate, culturally diverse, relevant and available to implement CCSS, e.g.; Reading Plus and iExcel for math.
- Introducing culturally diverse and relevant authentic fiction and non-fiction texts, including primary source material and leveled reading materials in a variety of genres in both languages to support the curriculum.
- Integrating technology incorporated into ESL and content-area instruction.
- Holding out high expectations and providing high support by providing students with highly qualified ESL and Bilingual certified Content Area teachers
- Providing students with teachers, who are highly qualified, many of whom are published authors, professionals in their fields, and Ph.D.’s, with the differentiated and individualized professional development necessary to support their designing Common Core aligned curriculum scaffolded for our Bilingual and Dual Language Latino ELL, SIFE, LTELL and Former ELL population.
- Collaborating and sharing curriculum development in weekly co-planning meetings and bi-monthly discipline team meetings.
- Teachers share best practices by posting curriculum they have developed in Dropbox and present best practices in discipline team and faculty meetings.
- Assessing each student’s skills when they enroll, so we can provide them with necessary supports and challenges.
- Our teachers are trained to use a translanguaging approach to language development; teaching students to acquire language skills in two or more languages by using language as a tool for learning
- Meeting ELL, LTELL, SIFE, DL and Former ELL students where they are in language and academic skills and

knowledge

development with individualized bilingual and dual language programs, so all students have access to highest level of content from their first day in high school and are moved through the continuum of English and Spanish language development.

both

direct instruction and activities that call for students to analyze and apply learning as they work collaboratively and individually on word problems, projects, debates, oral presentations, dramas, essays and reports

- Modeling academic language in ways students are expected to respond and participate in discussion, debate, presentations and various writing forms and genres, e.g.; persuasive, informational, analytical and creative expression
- Using assessment tools such as Engrade, and “Si Yo Puedo” to track and inform students of their progress in acquiring specific skills and knowledge, and to develop individualized goals for each student
- Moving students through a clear progression of English and Spanish language and literacy development based on the results of their initial assessments and continuing assessments throughout their high school career to provide individualized, differentiated programs that support our continuum of students from those who struggle to meet grade-level standards to those who are prepared to meet the highest academic challenges with the intention to graduate high-functioning bilingual and bi-literate students who are college and career-ready and
- Our BL students progress from a program which is taught primarily in Spanish in 9th grade, while being introduced to academic English vocabulary in content areas, to a program, which is taught primarily in English, using the Spanish language as a tool, by senior year. They are initially programmed in classes geared specifically to their needs, but by Junior and Senior Year, they are integrated into classes with DL students to provide them with greater access to fluent speakers of English. As they progress in English they are also being prepared to take AP Spanish Language and/or AP Spanish Literature and Culture in their Junior and Senior years.
- Our DL students progress from a program that is taught primarily in English, with a strong emphasis on development of Spanish language and literacy development with the expectation that they will take AP Spanish courses in their Junior and/or Senior Years.
- Providing differentiated ESL and NLA classes and programs for struggling students, on-track students and accelerated students, including during, before, after-school and in Saturday Academy. We do not track students, rather we meet their needs

where they are and move them along a continuum of progress as we prepare them to excel:

We can point to numerous students who came to us with extreme challenges in native and/or English language literacy, who graduated with Advanced Regents diplomas, college-ready with scores of 3 and above in three or more AP classes.

- Valuing and following through on a Youth Development focus to meet adolescent immigrant and urban youths' social and emotional needs

- 3 counselors for 540 students

- Providing career/work-based learning and college advisement built into CTE and College and Career Seminar

- Communicating, informing and responding to parents' concerns in a comprehensive and extensive manner to support their children's academic success

Curriculum and programming:

- Five AP courses; Spanish Language, Spanish Literature and Culture, Statistics, Macroeconomics and Calculus

- Four years of Math and Science

- Four years of National Academy courses in Information Technology or Engineering

- Four years of College and Career Seminar

- Accelerated and Honors courses

- Extensive After-school and Saturday Academy tutoring, credit recovery, credit acceleration and Regents preparation classes to meet differentiated academic and socio-emotional needs of ELL, LTELL, and SIFE students

- College Trips

- College Now

- Exploring; After-school career exploration programs in engineering, law enforcement, business, law and architecture

- Community building grade team field trips to the Bronx Zoo, Chelsea Piers, Frost Valley Environment Center and

Washington, D.C.

- Incentives, recognition and rewards for excellent attendance and academics

- After-school sports teams and clubs:

- Spanish language theater

- Music

- Baseball

- Soccer

- Robotics

- Dance

- Career Day

- Job Shadows and field trips to organizations such as American Express, ESPN, NBC, Ernst and Young,

- iMentor; every 9th and 10th grader is paired with an online mentor to work through a college and career awareness and advisement curriculum

- Junior Achievement; 9-12 grade level programs to introduce students to financial awareness, career success habits, leadership skills and entrepreneurship

- Opportunity to publish books; so far a poetry book and a collection of college essays

Many of our students themselves will tell you they were fairly average, or even struggling before they came to Manhattan

Bridges

High School. Many were held back a year in school. Many were involved in fights and getting in trouble on a regular basis.

When asked, they will tell you that what changed for them at MBHS was the level of support, caring, and safety they felt,

because

all of the students understand what it means to be learning a new language. They say they feel confident now, because they know that it's not because they are smarter than others, but because they work harder now that they know the reason for their hard work. They really appreciate the job shadowing, College Now, AP classes and internship experiences they have had, because they say they feel more confident about their future, because they already have an edge compared to their contemporaries.

of

We focus significant time, resources and attention on youth development, college and career access and awareness and developing our students' leadership skills. We implement a comprehensive advisory and attendance outreach program. SIFE students who attend MBHS regularly become virtually indistinguishable from mainstream students in terms of results by the time of graduation, except for SIFE students who entered in the middle of the 10th grade, who generally need additional time. Our partnerships with the National Academy Foundation, iMentor, Explorers and Junior Achievement provide students with financial awareness and work-based learning opportunities. All of our students participate in two Career Days a year. Last year over one hundred and fifty Manhattan Bridges students participated in job-shadowing and/or internship opportunities with such organizations as Verizon, Ogilvy and Mather, ESPN, and Cornell University Hydroponics Laboratory.

City

We also focus significant attention on educating our new immigrant parents to Manhattan Bridges High School, and New York and State educational standards. We invite parents to learn more about the school's efforts on their children's behalf and determine strategies with them to support their children's bilingual, bicultural, academic, social and emotional development. Our experience is that this multi-faceted, multi-disciplinary approach provides our students and their families with the emotional and academic support and encouragement they need to persist, grow and achieve success. We program individually, based on annual results, not ELL designation. Students who have remained at the Intermediate Level for years in middle school quickly advance

to I

and A at Bridges. All but three of our fifteen SWD students moved up one level in proficiency last year, whether LTELL or newcomer. Five gained proficiency, including LTELL SWD's. That said, the students who come to us as long-term ELLs, or

become

LTELLs while usually have significant learning, attendance, social and emotional problems that need addressing with

individualized

interventions, which we address through individualized programming by offering before and after school tutoring, interventions and Saturday Academy.

school.

SIFE students, newcomer ELLs and long-term ELLs take bilingual classes and ESL classes along with all other students in the

their

Some students who are not identified as SIFE have similar literacy profiles to SIFE and others who were identified as SIFE in

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.

writing

We have learned that providing instruction in Spanish does cross over to improved results in struggling student reading and

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

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.

7. 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?

We have found, as in the case with SIFE, newcomer and long-term ELL students, that attention to data informs how to design instruction, find and develop resources and scaffold supports for our ELL-SWD students. Our teachers are, in essence, data specialists and 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. All but one of our SWD students have graduated with Regents diplomas in the past five years. The majority graduate in four years.

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

See answers to questions 6 and 7. Many of our students have undiagnosed learning issues. Labels mean significantly less than the latest brain research on "Mindset," - Carol Dweck - about the plasticity of the human mind. Students who have not YET met standards will, given sufficient time and support through scaffolding, repetition, reteaching, reinforcement, respect and care. All the academic supports in the world will not take hold until students believe the adults who are entrusted with teaching them care about their success in school and life.

**Courses Taught in Languages Other than English ⓘ**

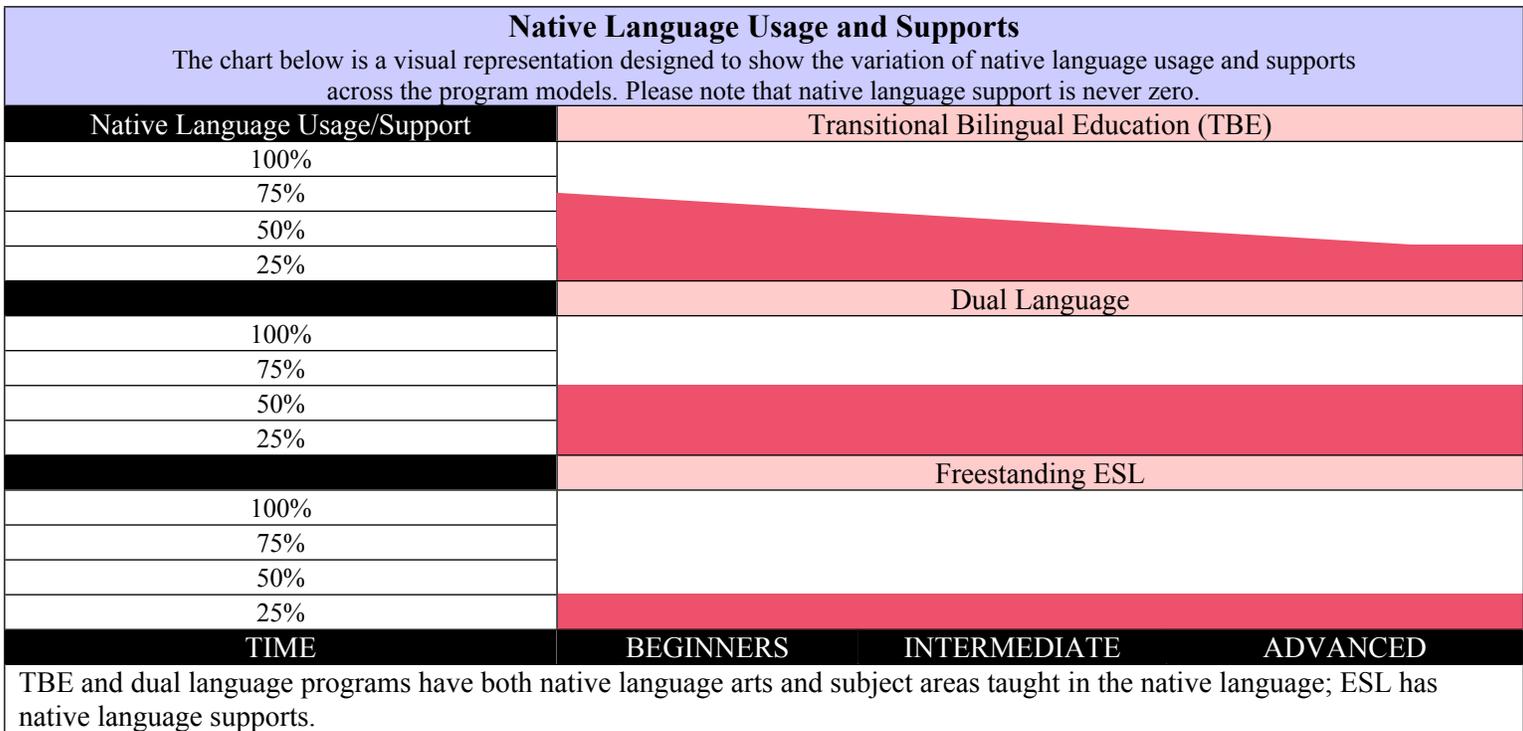
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	Spanish and English		
Math:	Spanish and English		
Science:	Spanish and English		
Technology	Spanish and English		
Engineering	Spanish and English		

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

9. 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.

All students, both the most challenged and the most skilled need intervention. We consider all we do programmatically for students as preventive measures. Intervention is woven into every aspect of curriculum, programming, extra-curricular offerings and the CTE programs we offer in IT and Engineering.

- Each student is programmed individually based on:
  - o Progress towards graduation and credit accumulation
  - o Regents scores
  - o NYSESLAT scores
  - o Results on in-house intake assessment exams in Spanish, Math, and Science
  - o Results on in-house Leveled-Set assessments of English
  - o Teacher and guidance recommendations
  - o Need for intervention and support
  - o Need for academic challenge
- Transitional Bilingual Education program, offering high quality translanguaging instruction in NLA, ESL, ELA and content area instruction in both English and the native language.
- Bilingual/tranlanguaging content level instruction in both English and the native language consistent with CR Part 154, i.e.; students are programmed for the mandated number units of instruction in ESL, NLA and ELA.
- Intermediate, Advanced and Transitional ELLs in DL receive the minimum ESL requirements for CR Part 154, i.e.; I = 180 minutes ESL, A = 360 minutes ESL and 180 minutes of NLA instruction in Humanities classes.
- Teacher schedules in TBE support the required units of study and language instruction for identified and participating students as applicable.
- A Dual Language program that provides “translanguaging” in ELA, Spanish and content area instruction, taught by teachers with certification in NL, ESL and Bilingual education, consistent with CR Part 154 minimum requirements.
- All students are supported in excelling in English language proficiency, as assessed by the ELA Regents and in-house Common Core activities and assessments.
  - o All EPs have had a history of passing the ELA Regents, with well over 50% reaching college-readiness scores of 75+
- All ELLs, and Proficient DL students prepare for and are assessed by the Spanish Regents and/or AP Spanish and AP Literature exams.
- Students enroll in either our NAF Engineering or Information Technology Academies, which culminate with industry certification.
- An accelerated math program is offered to advanced math students.
- Students are eligible to take AP courses and exams; AP Spanish Language, AP Spanish Literature, AP Economics, AP Statistics and/or AP Calculus; 168 AP exams were administered in School Year 2011-2012.
- All students in every grade take Junior Achievement courses in Work-Based Learning during College and Career Readiness Seminar or Economic classes.
- All students are assigned an online “iMentor” in the 9th grade, with whom they correspond and meet for youth development support throughout their career at MBHS.
- Students take Seminar classes all four years, culminating in a College and Career Readiness Portfolio, which documents their Work-Based Learning activities, such as their resume, records of their participation in Job Shadowing and Internships, their college applications, and post-graduation plans.

ELLs with disabilities, with interrupted formal education, and gifted and talented ELLs all receive the following:

- ELLs with disabilities are provided with the same quality instruction that meets the requirements of Title I, Title II and CR Part 154 and their IEPs, appropriate to their age, native language proficiency and literacy levels, as all MBHS students.
  - SIFE students are provided with the same quality instruction that meets the requirements of Title I, Title II and CR Part 154, appropriate to their age, native language proficiency and literacy levels, as all MBHS students.
  - Gifted and talented ELLs, including SIFE and those with disabilities, are provided with the same quality instruction that meets the requirements of Title I, Title II and CR Part 154, appropriate to their age, native language proficiency and literacy levels, as all MBHS students.
- Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Very effective in meeting ELL needs in both content and language development as assessed by NYCDOE Progress Report, graduation data, assessment data.
11. What new programs or improvements will be considered for the upcoming school year?  
Reading Plus reading intervention program to raise student reading levels.  
Professional development from NYCDOE and PD and coaching from New Visions for Public Schools on developing questioning strategies to promote deep reading of complex text.  
Professional Development from \_\_\_\_\_  
iMentor to provide students with role models from the professional community
12. What programs/services for ELLs will be discontinued and why?  
Repertorio Espanol theater program will be discontinued if we cannot get adequate funding, not because it is not an excellent resource for our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. See answer to question 9.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Smartboards in every classroom. 8 rolling computer labs. 4 computer lab rooms. Freestanding computer and printing stations in hallway and students lounge, so students can print their work.  
Reading Plus  
Textbooks and trade books in English and Spanish  
Science Lab resources provided by Lab Specialist  
Brain Pop in English and Spanish  
Bilingual online resources
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Through programming students to be in courses delivered either primarily in English or Spanish as dictated by State mandates.  
Use of bilingual materials and resources  
Translanguaging; using native language to support second language acquisition
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Students are offered the same content, and more, as in any comprehensive high school. All take four years of math and science, in addition to basic State and City requirements. All are offered the opportunity to take AP and College Now classes, internships and summer college programs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
All 9<sup>th</sup> grade students are invited to a 2-week Bridge program to orient them to Manhattan Bridges.  
New ELLs who enroll throughout the year are supported by peer mentors and by their guidance counselors.
18. What language electives are offered to ELLs?  
None other than English, at the moment, mainly because of lack of time in their programs, which include CR-Part 154 mandates, CTE coursework, College Now and AP courses.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Dual Language Program

### 1. Time in Target Language

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

### 2. Integrated vs. Separate

ELLs and EP students are integrated in all classes.

### 3. Separation of Language for Instruction

Language is primarily separated by content and teacher. For example, Global Studies is taught in Spanish, while Technology and Engineering courses are taught in English

### 4. Dual Language Model

The DL program is currently a self-contained program.

### 5. Emergent Literacy

Both languages are taught at the same time.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. PD Plan for all ELL personnel

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

### Read alouds and shared reading

Student accountability for learning from fellow students' oral presentations; e.g.; note-taking, quizzes

Practice of asking students to reflect on what fellow students have shared aloud

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

Using Depth of Knowledge question stems to annotate text

Turn and talk

Peer interviews

Debates in all subject areas

Oral presentation projects

Vocabulary development in all classes

Readin Plus reading intervention program for students identified as having difficulties

QTEL strategies used to scaffold teaching of reading

Free-writing and journaling

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 language conventions and grammatical structures

### 2. Common Core PD

New Visions for Public School and New York City DOE professional development and coaching on Common Core alignment

Coaching from assistant principals and principal

Content area team meetings to share best practices

Interdisciplinary team meetings to share best practices

Peer teacher coaching during professional periods

Inter-visitations

Faculty workshops on sharing of best practices aligned to Common Core

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

Middle school to High School -

Summer Bridge Program is taught by staff provided with curriculum from Project Lead the Way

iMentor match for every 9<sup>th</sup> grader, who will work with student throughout four years of high school; iMentor provides training to teachers

High School to college

Over 60 students participate in College Now per school year

AP courses; AP teachers provided with AP Summer PD  
College advisement program; teachers provided with PD from CARA, College Access Research in Action  
Weekly College and Career Seminars; teachers provided with PD and material support from Junior Achievement and iMentor  
Assistance in filling out college, financial aid and scholarship applications; College counselor meets with teachers and students during College and Career Seminar classes

Internship program; Work-Based Learning Coordinator works with teachers to insure students are aware of and placed in internships

### 3. ELL Training for All Staff

Not only are all our PD sessions and faculty meetings aimed at better serving ELLs, but also there are a number of experienced ESL specialists on staff who act as resources for their colleagues in the unending challenge of getting our students to excel. Teachers meet in Faculty Meetings, Professional Teams, Content Area Teams, and/or Inter-disciplinary teams a minimum of four hours a month, in which at least one certified ESL and/or bilingual teacher or administrator is present and contributing, so teacher more than meet the 7.5 hour Jose P. PD mandate. Records of attendance and minutes are taken at these minutes. Specific topics addressed are included in the PD Plan; See answer to #1 for specifics.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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

Parental involvement of ELL parents is high at MBHS, because all meetings are conducted in Spanish. Workshops offered to parents have included cultural events such as theatre and concert trips, arts and crafts activities (jewelry making) and workshops on citizenship and admissions and financial aid procedures for college.

#### 2. Partnerships with CBO's

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

#### 3. Evaluation of Parent Needs

Our guidance counselors and parent coordinator work closely with parents to ensure they have the information they need to support their children's education. In terms of offering workshops to parents, we have received suggestions from parents, offers of grants or support from outside organizations and had faculty members suggest events. Also, the NYCDOE 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 online. The citizenship workshop appeals 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.

### **E. 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 response to question here:

**School Name: Manhattan Bridges High School**

**School DBN: 02M542**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mirza Sanchez Medina	Principal		11/14/13
Kathy Fine	Assistant Principal		11/14/13
Grace Ojeda	Parent Coordinator		11/14/13
Adolfo Calovini	ESL Teacher		11/14/13
Anthony Roberts	Parent		11/14/13
Marangelitza Rivera/Technology	Teacher/Subject Area		11/14/13
Michelle Leonor/US History	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Mirian Lucas	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

**Cluster:** 561      **Network:** New Visions for Public Schools

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

**Part A: Needs Assessment Findings**

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

Based on all the HLLS and initial conference with incoming students, all of our students and parents are Spanish speakers. This information is also available on ATS and on the students' emergency cards. Manhattan Bridges is an all Bilingual-Spanish Transitional Education High School. All communication with parents and students is done bilingually.

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.

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

## Part B: Strategies and Activities

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

All centrally and regionally 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. Such documents include:

### Student Specific Critical Documents

1. Schools shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
  - a. health;
  - b. safety;

- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

We provide each parent with a copy of the Bill of Parent Rights and Responsibilities in both Spanish and English which includes their rights regarding translation and interpretation services

We post a sign in the Main Office a sign in Spanish indicating the availability of interpretation services.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Manhattan Bridges High School	DBN: 02M542
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 12
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 6

### 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.

A total of 180 ELLs, including SIFE and Special Education students, who have failed classes, and/or are in danger of failing 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-school credit recovery, credit intervention 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

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

## Part C: Professional Development

- 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 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: \$46812

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		Mailings to parents  Supplies for newsletters and fliers  Translation and interpretation  Refreshments
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$46812

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		