

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M542

School Name:

MANHATTAN BRIDGES HIGH SCHOOL

Principal:

MIRZA SÁNCHEZ-MEDINA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 02M542
School Type: High School Grades Served: 9-12
School Address: 525 West 50th Street, NY NY 10019
Phone Number: 212-757-5274 Fax: 212-757-5411
School Contact Person: George Lock Email Address: glock@schools.nyc.gov
Principal: Mirza Sánchez-Medina
UFT Chapter Leader: Josidalgo Martínez
Parents' Association President: Rita Cortéz
SLT Chairperson: Maria del Carmen Díaz
Student Representative(s): Rita Castillo and Denissa Estévez

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7 AVENUE, New York, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: (212) 356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mirza Sánchez-Medina	*Principal or Designee	
Josidalgo Martínez	*UFT Chapter Leader or Designee	
Rita Cortéz	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
Rita Castillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Georges Mathieu	Member/ Administration	
Hegal Martínez	Member/ Teachers	
Maria del Carmen Díaz	Member/ Teachers	
Emmanuel Salazar	Member/Parents	
Ana Then	Member/Parents	
Denissa Estévez	Member/ Students	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. Mission & Philosophy:

We provide access to academically challenging college preparatory coursework in Humanities and Science, Technology, Engineering, and Math (STEM) to all of our underserved Latino English Language Learners (ELL) to meet the demands of the 21st century global economy. We focus on developing students' skills in bilingual academic language and communication, and career readiness. We empower students to appreciate and use their native cultures and language as a personal and professional asset.

Our School:

Manhattan Bridges High School opened its doors in September of 2003 as a transitional bilingual school for Spanish-speaking students. Our school has consistently received an "A" on the NYC Progress Report (PR) since 2007, when PR grades were initiated. In 2009 we opened a Dual Language program and National Academy Foundation (NAF) Academies of Engineering and Information Technology with National Action Council for Minorities in Engineering (NACME) and Project Lead the Way (PLTW) to support the curriculum.

Our Students:

540 students attend Manhattan Bridges High School where 63% are English Language Learners (ELLs) and the remainder is comprised of former ELLs. All students participate in the federal free lunch program.

2. Strengths:

- Development of student character and academic skills
- Providing access to advanced coursework to all students no matter what their starting point
- Providing a safe learning environment with a supportive school culture where students positively contribute to the school community
- Supporting English Language Learners in achieving academic excellence
- Excellent instruction and expert supervision
- Rich extra-curricular program
- Multitude of external partners who support Youth Development and academics

Accomplishments:

- Consistently ranked at the top of NYC's Progress report (i.e. >90th %ile) for over a decade
- Exceeding all targets on Quality Guide

Challenges:

- School does not have adequate budget to support additional Faculty, Staff, and afterschool programs which are greatly needed to support NYC's students. School is funded only at 81% on Fair Student Funding.
- Technological infrastructure needs to be updated

3. The areas in which our school made the most growth during previous year were:

- Credit accumulation: While we have exceeded the city's targets, third year students in the school's lowest third have fallen behind in credit accumulation
- Regents pass rates: While we have exceeded the city's targets, results do not indicate College and Career Readiness
- Student achievement: While the graduation rate for a school comprised mostly of ELL's is much higher than peer schools, we still certain students not reaching their potential
- College and career :

The key areas in which our school will focus on for improvement include:

- Improving pass rate on Global History Regents

- Improving College Readiness Levels (75+/80+), especially in math
- Aligning schoolwide curriculum with Common Core Learning Standards, especially around argumentative writing
- Increasing the Four-Year Graduation Rate
- Increasing student attendance
- Increasing post-secondary enrollment rate
- Clarifying goals of Youth Development team to students and staff and explicitly communicating the connection between strength of student character and student achievement

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ol style="list-style-type: none"> 1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Assessment:</p> <ul style="list-style-type: none"> • Analysis of Regents performance data indicate a need to increase rigor of instruction by focusing on critical thinking skills and student writing • Rigor of instruction can be raised by schoolwide incorporation of certain instructional activities into the 9-12 curriculum such as analysis of nonfiction and fiction, inter-disciplinary projects, and tasks involving argumentative writing as defined by CCLS • Schoolwide curriculum alignment with CCLS has been inconsistent across school, yet there is great enthusiasm among Faculty to collaborate in strengthening alignment and developing additional CCLS argumentative writing tasks <p>Needs:</p> <ul style="list-style-type: none"> • 9-12 curriculum alignment vertically and horizontally around argumentative writing as defined by CCLS • Additional structured time for collaboration among teachers to develop curricula • Sharing of best practices among teachers on how to teach reading and writing in rigorous, coherent fashion which sets student up for success

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>To collaboratively develop and align 9-12 units of study vertically and horizontally with Common Core State Standards with a focus on rigor, critical thinking, and argumentative writing, and implement at least one unit per subject by January 2015 (Danielson Competency 1a, 1e, & 3b)</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Alignment of argumentative writing across grade levels and development of classroom resources to support student writing (e.g. Pre-Scripted Questions, MLA Style Manual, Reading Comprehension	Faculty – Organized as Grade	September to February	PD Team Susan Lally

Strategies, MEAL Writing Outline, MEAL Rubric for Teacher/Peer Assessment)	Levels Teams and Department Teams		
Professional development on teaching literacy in the content areas and analysis of student work	Faculty	February to June	PD Team Susan Lally as Literacy Specialist George Lock as AP of Supervision
Alignment of 9-11 ELA curriculum with CCLS in preparation for Common Core English Regents especially through: <ul style="list-style-type: none"> Analyzing CC English Regents Align on common writing prompts for benchmark assessments Collaborate vertically and horizontally on literacy standards through inquiry involving analyzing student work, specifically analyzing argumentative writing within the department 	ELA/ESL Team	September to June	Jamie Baez as ELA/ESL Team Leader
Alignment of Algebra 1 and Geometry curriculum with CCLS in preparation for Common Core Math Regents and development of classroom resources such as problem-solving protocol, general reading comprehension and vocabulary building strategies, and examples of DOK Question and Discussion Activities	Math Team	September to June	Edwin Reyes as Math Team Leader

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session for collaboration outside of school day Schedule adjustments to allow teacher time for collaboration and key team meetings

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<u>Checkpoints include:</u>				
<ul style="list-style-type: none"> Development of high quality classroom resources which are designed to raise rigor and their use by mid-October Incorporation of at least one argumentative writing unit by December Analysis of student work in teacher teams led by literacy specialist by the end of January Data indicates higher proficiency in student writing by the beginning of February 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe	x	Yes	No

specified?				
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Learning Environment Survey indicates that :	<ul style="list-style-type: none"> • Manhattan Bridges is a safe and supportive academic environment • Students’ high participation in after school and Saturday programs indicate a “college going” mindset where students work diligently to achieve College and Career Readiness • Principal is an instructional leader who has high expectations for instruction and gives expert support • Student attendance needs to improve
Other needs include:	<ul style="list-style-type: none"> • Empower students to take ownership of their learning and meaningful action to improve the educational process • Use student voice to identify and adjust instructional practices which connect to Youth Development (e.g. leadership skills, organizational skills, locus of control, independent study skills, and persistence)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
To implement the Sound Out Program to promote student voice within the school such and student surveys indicate a greater sense of self-efficacy among the student body

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Train the Youth Development Team on what Sound Out is and how it can be used to reach goals of YD Team	YD Team	January	YD Team
Work with student government and Senior president to restructure this organization to have more representation per grade level and more participation in school committees, such as the School Quality Team	Student Government All Grades	September to June	Hegal Martinez Rita Castillo Student Government
Schedule and hold “Town Hall” Meetings and set up mailboxes for student feedback throughout the school	All students	September to June	Georges Mathieu Student

			Government

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session
Funding for after school activities

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

YD Team receives PD on Sound Out before February
A Town Hall Meeting occur to address student concerns before February
Mailboxes for student feedback are set up before February
Students attend school team meetings to become partner in decision-making process of school

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The YD Team has received PD on the Sound Out program. Also students have participated on school teams (i.e. School Quality Team). The school is currently planning to hold the Town Hall meetings and set up the mailboxes for the Spring Semester.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- Overall ratings demonstrate that majority of teachers performed at the effective or highly effective level last year, thereby indicating a sophisticated Faculty.
- Teachers indicate dedication to student achievement and professional growth
- Certain teachers express interest in becoming leaders

Needs:

- Greater alignment of teacher collaboration and professional development with school goals, and teacher and student needs
- More development of teachers’ techniques in questioning and discussion (Competency 3b)
- Stronger communication of accountability data to teachers and greater capacity for teachers to interpret these data
- Additional time for teachers to adjust curriculum to Common Core Learning Standards
- More professional dialogue about classroom practice among teachers within and across subject areas

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To implement peer observation model that facilitates sharing of Highly Effective practice across school according to Danielson such that at least 100% of staff conduct one peer observation or more with a focus on Danielson Competency 3b by January 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

Development of Peer Observation model by Faculty and performance of at least one peer observation which focuses on questioning and discussion (Competence 3b	Faculty	September to December	PD Team Eric Brown Stephany Rosal
Peer Observation Team (POT) provides professional development on using a peer observation protocol for the purpose of professional growth. (Topics include: low inference notes, using the Danielson Framework, reflecting on practice, giving feedback to colleagues, and how to enrich lessons for ELL's).	Faculty	September to February	Mara Rivera Stephany Rosal
Create Faculty activity for sharing positive outcomes and lessons learned from peer observation	Faculty	September to February	PD Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session

Funds for professional textbooks

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

All teachers complete a peer observation.

Evaluations indicate higher ratings in 3b.

Teachers implement argumentative writing units and analyze student outcomes.

Teacher survey indicates collegial atmosphere and professional dialogue.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Needs:

A responsive team which can adapt school systems and structures and coordinate meaningful in-house PD to meet school vision/goals and meet the educational needs of the students (QR Indicators 3.1, 3.4 and 4.2)

A team of instructional leaders who can coordinate 9-12 curriculum adjustments which incorporates rigorous and engaging CCLS activities that promote critical thinking and argumentative writing skills (QR Indicator 1.1)

A systematic analysis of teaching strategies and other Highly Effective (Danielson) practices related to high quality student work and a process for sharing these practices across school (Quality Indicator 1.2)

Analysis of programmatic course sequences to determine coherent progression from lower level classes into Honors and Advanced Placement courses, and how to scaffold instruction such that a maximum of students complete 4 years of math/science and reach 75+/80+ benchmark (Quality Indicator 1.3)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop a School Quality Team as the to inform school level decisions and align Capacity Framework, Four Pillars and QR with the school vision and mission.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
To establish this team in a way that ensures a diversity of genuine voices and a wide range of student-centered interests	Faculty	December-February	Principal AP of Supervision
School Quality Team supports school PD initiatives and vice versa for teachers to scaffold instruction to establish a pathway for students to enter Honors, AP, and College Now coursework through coherent 9-	All students	December-June	School Quality Team and Team Leaders

12 alignment of curriculum which includes regular CCLS-style assessments as checkpoints for student learning.			
School Quality Team works with Guidance Department to analyze and adjust programmatic sequence as necessary to maximize the number of students proceeding into advanced courses and reaching College Readiness no matter what their starting point	All students	December-May	School Quality Team Guidance Counselors Team Leaders
School Quality Team will analyze and document teaching strategies and other Highly Effective (Danielson) practices related to high quality student work for the purpose of sharing these practices across school	Teachers	December-May	School Quality Team Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

New Visions for Public Schools Partnership

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

The team will conduct a mock QR in December 2014 to assess school’s progress.

The team will meet to discuss results of the mock school review and develop strategies to support the school’s growth and students’ academic achievement – Jan 2015

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Needs:

Although members of our school community are dispersed all over New York City, we need to form a tight-knit community which includes all school-based personnel, students, and students’ families.

We need a method for teachers to easily contact parents and vice versa even in the face of different work schedules.

Greater number of parents registered with Pupil Path Portal (Skedula).

To foster trust, we need to empower parents and students by making grade calculations transparent.

Increased training of parents on how to help their students with school work.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve Parent-Teacher communication for the purpose of building a tight-knit school community focused on student achievement through the use of PupilPath Portal (Skedula) where 100% of students and 95% of teachers are using it by January 2015, and 50% of parents by March 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
To support collaboration among parents and schools, we will provide workshops and training to parents to help register for Pupil Path and learn how to navigate the portal.	Parents	9/14-6/15	Grace Ojeda Hegal Martinez Georges Mathieu
To increase respectful and collaborative interactions among school’s constituents, encourage all MBHS Teachers to use Pupil Path as a medium to communicate both the successes of students as well as challenges and failures that students experience	Teachers	9/14-6/15	George Lock Georges Mathieu

To foster a spirit of inter-dependence and promote student achievement, teacher leaders will lead parent workshops about actions that parents can take to support students academically	Parents	9/14-6/15	Grace Ojeda Hegal Martinez Georges Mathieu

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PD on Skedula for teachers. Training for parents.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
One-one-one PD for teachers – Ongoing				
Training for parents – ongoing during PA meetings				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELL Status Failure of ELA Regents	Regents Prep	Tutoring Small Group	Before, during, and after school day, Saturdays
Mathematics	Needs to pass Regents or score at 80+	Regents Prep	Tutoring Small Group	Before, during, and after school day, Saturdays
Science	Needs to pass Regents	Regents Prep	Tutoring Small Group	Before, during, and after school day, Saturdays
Social Studies	Needs to pass Regents	Regents Prep	Tutoring Small Group	Before, during, and after school day, Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Failing classes Behind grade level in credit accumulation	Projects Writing Assignments Online Coursework	Tutoring Small Group	Before, during, and after school day, Saturdays

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

Teachers are recruited using the New Visions tools for hiring. We seek teachers who are licensed in the subject in addition to having bilingual or ESL certificates.

2b. 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 is provided in CCLS, CRE, language development, and YD.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. 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

Part 4: SWP Schools Only

4a. 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

4b. 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.

NA

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$340,607	x	9, 10, 12, 13, 18, 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$42,636	x	9, 10, 12, 13, 14, 15
Tax Levy (FSF)	Local	\$3,015,474	x	9, 10, 12, 13, 14, 15, 16, 18, 19

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Manhattan Bridges High 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 the school and the families. The 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 the school community.

Manhattan Bridges High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 542
School Name Manhattan Bridges High School		

B. Language Allocation Policy Team Composition [i](#) 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 Mirza Sanchez-Medina	Assistant Principal Kathy Fine
Coach type here	Coach type here
ESL Teacher Adolfo Calovini	Guidance Counselor Mirian Lucas
Teacher/Subject Area Marangelitza Rivera/Technology	Parent Anthony Roberts
Teacher/Subject Area Michelle Leonor/US History	Parent Coordinator Grace Ojeda
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	552	Total number of ELLs	361	ELLs as share of total student population (%)	65.40%
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										120	82	60	19	281
Dual Language (50%:50%)										34	71	81	88	274
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	154	153	141	107	555

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	205	53	3	59	28	3	20	7	2	284
Dual Language	32	2	0	36	8	1	9	1	1	77

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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
TOTAL	0	123	96	85	57	361								

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE	3	40	14	57	25	56	38	50	80	203
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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>
Hispanic/Latino: <u>100</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <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
TOTAL	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
Intermediate(I)										42	42	40	19	143
Advanced (A)										40	38	29	34	141
Total	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
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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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 9th and 12th 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 2nd to 3rd 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 inter-disciplinary 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 9th 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:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 9th graders, 67% of our 10th graders, 60% of our 11th graders and 53% of our 12th 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 12th graders in the spring, too, and it would be interesting to note how many of them gained proficiency and moved up levels in the 12th 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 11% who passed 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.

b. N/A

c. 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:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

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 recordsaste response to question here:
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 springOR
 - 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 most effectively to our students. At first, we scheduled the language division by content area. In some classes we moved to a unit-by-unit language model, in which a unit in English was followed by a unit in Spanish. The students found this to be very difficult and this was not particularly successful. Therefore, to maintain the even distribution of instructional language, we reverted to a content-based division of languages for math and science: ELA and Math classes with instruction predominately in English and Humanities and Science class with instruction predominantly in Spanish.

Transitional Bilingual Education

Within each content area class, we might have students with a variety of English proficiency levels. This makes meeting language requirements for all students a delicate act of differentiation. On the large scale, we have more students with a beginning English level in the lower grades and so the content area classes tend towards a higher percentage of Spanish language instruction. The science department tends to use the "sandwich" model of opening and closing the class in English while giving the majority of instruction in Spanish in Living Environment and Earth Science. Chemistry and Physics are taught primarily in English, with Spanish "sandwich" support as necessary. As noted earlier, this must be differentiated as appropriate to the English proficiency levels of the students in each class. Broadly speaking, it is possible to generalize that there is a greater percentage of English language instruction in the content classes in the upper grades (US History, Chemistry, Government, etc) than in the lower grade content classes (Humanities, Living Environment, Algebra). It is important to note here that all teachers in the school receive extensive professional development in integrating facilitation of language acquisition and development, and literacy skills into their curriculum development and instruction. They all attend QTEL training provided by the NYCDOE Office of ELLs. Teachers develop curriculum to include delivery and assessment of discrete language skills in every lesson. Reading and writing across the curriculum are emphasized. All teachers serving our ELLs, besides the Native Language Arts teachers are certified in ESL or bilingual or are in the process of pursuing this certification.

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?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for 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.
- Building in multiple opportunities for students to practice reading, writing, listening and speaking skills by providing 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 curriculum
- 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.

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.

We also focus significant attention on educating our new immigrant parents to Manhattan Bridges High School, and New York City 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 LTEL or newcomer. Five gained proficiency, including LTEL 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.

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

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

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		

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

Technology	Spanish and English			
Engineering	Spanish and English			

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

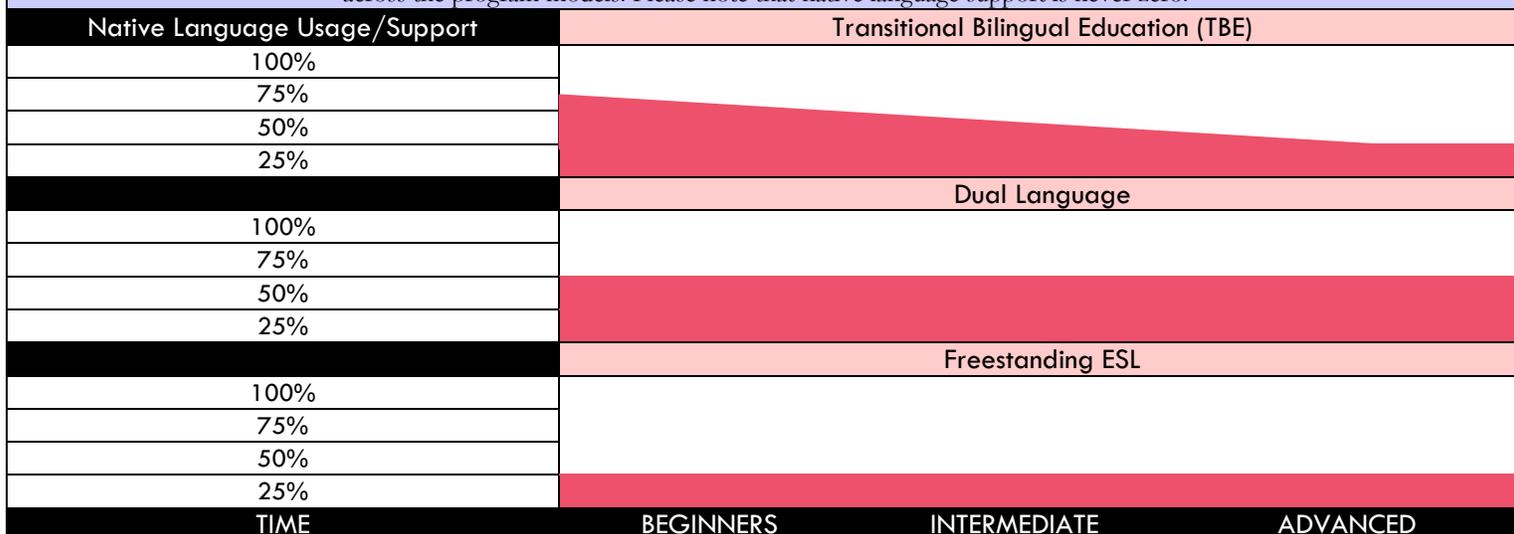
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

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 9th 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:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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 9th 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:

Part VI: LAP Assurances

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

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

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
Total # of ELLs to be served: 160
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 2
of content area teachers: 8

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 ELLs or former ELLs. All programs will run concurrently with other afterschool and Saturday school programs and supervised by AP Georges Mathieu and AP George Lock. To enrich their program we will provide:

After School Program:

Program A: After School Algebra II/Trigonometry

In order to accelerate the math program for one group of 25 seniors, so they can fit upper level pre-calculus in their programs before they graduate and be college ready. The class will meet 54 hours after school from February to June 2015. The After school program at MBHS will meet 3 days a week Mondays, Tuesdays and Thursdays from 3:45 PM – 5:45 PM. One math certified with bilingual extension teacher will teach the class. Students will use books already in school. Books: Algebra 2 – Common Core by Prentice Hall, Algebra 2 – Student Workbook

Program B: Spanish Literacy

Students in grades 10, 11 and 12 are given the opportunity to take advanced placement (Literacy) work and NLA support classes. Many ELLs and former ELLs (former ELLs of 2 years or less) need additional support in order to develop proficiency in both languages. The small group instruction will support students in filling the gaps in NLA literacy. The After school program at MBHS will meet for 40 sessions 3 days a week Mondays, Tuesdays and Thursdays from 3:45 PM – 5:45 PM. The classes will use the following books in addition to teacher prepared materials: Temas, AP Spanish Language and Culture book, Reflexiones: Introduccion a la Literatura Hispanica, and Aproximaciones – Al Estudio de la Literatura Hispanica.

Program B: English Literacy

Students in grades 10, 11 and 12 are given the opportunity to take advanced placement (Literacy) work. Many ELLs and former ELLs (former ELLs of 2 years or less) need additional support in order to develop proficiency in both languages. The small group instruction will support students in filling the gaps in ESL/ELA literacy.

Part B: Direct Instruction Supplemental Program Information

There will be six groups of 10-12 students. Two groups for each grade, 10-12. The groups will rotate every 40 minutes to each teacher. The students will receive the support in the afternoon from 4:00 PM – 6:00 PM on Mondays, Tuesdays or Thursdays. The program will be offered from February to May for 10 sessions. Three teachers will work with small groups of 10-12 students. One NLA teacher will give advanced NLA instruction, one NLA teacher will offer NLA support and one ELA teacher will give ELA support. The program will have two NLA teachers and one ELA/ESL teacher will work with students. The ELA teacher is working towards the ESL certification. The classes will use “5 steps to a 5” AP English Language, The Language of Composition, and AP English Language and Composition book.

Materials already in school

Program C: Environmental Science

The AP Environmental Science course being given for the first time in September 2014. The teacher has discovered a gap in students’ Chemistry skills and knowledge, so will give Chemistry small group instruction to 15-11th and students to prepare them to be successful in the course. Additionally, this AP Environmental Science course is offered to BL/DL students and the teacher is working to further develop their literacy skills. Students are supported in developing their research projects which must be completed in English. Teacher is licensed in Earth Science and bilingual extension. Program will run from February – March 2015, for 19 sessions from 4:00 PM – 6:00 PM one day a week. The class will use the Environmental Science for Advanced Placement book.

Program D: ESL Enrichment for Newcomers

Every year our school receives over 25 newly arrived students who need additional literacy support. We will provide small group instruction targeting grammar in context. Teacher is dually licensed in ESL and ELA. The program will run from February – March, for 30 sessions from 3:45 PM – 5:00 PM, 2-3 days a week. This school will use the following books and materials: Grammar in Context, “Julio”, English in Action, “A Cub Pilot’s Education”, “Great American Stories”, and teacher prepared materials.

Program E: Regents/Common Core Preparation in Algebra 1 and Living Environment

Our student population needs additional support in academic language in content areas and skills. We will provide small group instruction in Algebra 1 Common Core from February – May for 40 sessions, from 4:00 PM - 6:00 PM. The teacher is licensed in Math and working towards a bilingual extension. These classes will use the Engage NY – CCLS materials in Spanish.

Similarly, we will provide small group instruction in Living Environment to support academic language development and science skills. One teachers will provide small group instruction in Living Environment from February – June for 40 sessions, from 4:00 PM - 6:00 PM. The teachers is licensed in science, and has a bilingual extension. The classes will use the Barrons Living Environment preparation book in Spanish and in English, and teacher prepared materials.

Saturday Program

Part B: Direct Instruction Supplemental Program Information

Environmental Science Saturday Program

The AP Environmental Science course being given for the first time in September 2014. The teacher has discovered a gap in students' Chemistry skills and knowledge, so will give Chemistry small group instruction to 15 11th and students to prepare them to be successful in the course. Additionally, this AP Environmental Science course is offered to BL/DL students and the teacher is working to further develop their literacy skills. Students are supported in developing their research projects which must be completed in English. Teacher is licensed in Earth Science and bilingual extension. Program will run from February – March 2015, on Saturday for 10 sessions from 9:00 AM – 1:00 PM. The class will use the following books: Environmental Science for AP and High School Chemistry.

ELA Literacy Enrichment

We have identified 25 – 12th grade students who still need to pass the ELA Regents. We will provide additional ESL enrichment to support literacy development of 10-15 students during the Saturday session. This small class instruction will be provided by an ESL licensed teacher to further develop their literacy skills. Program will run from March-June, on Saturdays for 10 sessions from 9:00 AM – 12:00 PM. The class will use the following materials: Various levels of Grammar in Context, English in Action, Barron ELA Regents Prep books, and teacher prepared materials.

Part C: Professional Development

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

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

Begin description here: 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 common planning. In addition, the Peer Observation Team (POT) provides professional development on developing the protocol for peer observation. Every teacher will observe a peer using Danielson's rubric 3b & 3d as a lens. The team will assess teachers' needs and provide PD on: 1. Taking low-inference notes, 2. Using the Danielson rubric, 3. Reflecting upon own practice, 4. Giving feedback to colleagues, 5. Enriching lessons for ELLs in literacy. The team will meet to plan and develop the PD during the months of October and November. Teachers will begin the peer observation process in November and December. By January every teacher would have observed a peer at least once. The POT will Provide PD during and after school on Mondays and Tuesdays during the months of February through March. Since we are a multi-session schedule school, afterschool PD will be offered on Tuesdays from 4:00 PM - 5:30 PM in 2015 on 2/9, 12; 3/9, 16, 23.

Part C: Professional Development

Teachers to receive PD: PD will be offered to 11 MBHS teachers.

Schedule: 5 Sessions of 1.5 hrs each from 4:00 PM - 5:30 PM in 2015 on 2/9, 12; 3/9, 16, 23.

Topics: 1. Taking low-inference notes, 2. Using the Danielson rubric, 3. Reflecting upon own practice, 4.

Giving feedback to colleagues, and, 5. Enriching lessons for ELLs in literacy.

Provider: The highly effective rated MBHS teachers licensed in Bilingual/ESL/Reading

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:

Rationale: Parents who learn English are at an advantage in the marketplace and serve as role models to their children. Parents will be notified of this class, in Spanish, by mail, by backpack, at SLT meetings, at PA meetings, Parent-Teacher conferences and by Phone Master.

Description:

- ESL Class for 25 Parents - 8 sessions

- Class Dates: in 2015 from 5:30 PM - 7:30 PM; on 2/12,26; 3/5, 12, 19; 4/16, 23, 30.

- Teacher: Adolfo Calovini, Licensed ESL Teacher

-Teacher Time: 4:45 PM - 7:45 PM

Workshops offered by the Parent Coordinator throughout the year.

Schedule of PD Provided by Parent Coordinator

9/9/2014 – Welcome Orientation to School

10/7/2014 – College Readiness Part I

12/9/2014 – DACA Orientation on Immigration issues

1/13/2015 – Skedula/Pupil Path

2/10/2015 - Gang Awareness

3/10/2015 – College Readiness Part II

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$42542

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____