

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M542

School Name:

MANHATTAN BRIDGES HIGH SCHOOL

Principal:

MIRZA SANCHEZ MEDINA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Manhattan Bridges High School School Number (DBN): 02M542
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: Susan Lally
Parents' Association President: Adriana Lemus
SLT Chairperson: Maria Diaz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Cesar Gonzalez
Student Representative(s): Francelys Abreu
Perla Jimenez

District Information

District: 2 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street Brooklyn, NY 11201
Superintendent's Email Address: Dconyer@schools.nyc.gov
Phone Number: (718) 923-5124 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, Rm 828
Director's Email Address: ychu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Susan Lally	*UFT Chapter Leader or Designee	
Adriana Lemus	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Cesar Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Francelys Abreu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Perla Jimenez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TBD	CBO Representative, if applicable	
Georges Mathieu	Member/ Administration	
Maria Del Carmen Diaz	Member/ Teacher	
	Member/ Teacher	
Shirley Cabrera	Member/ Parent	
Rosa Garcia	Member/ Parent	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 prepare all of our underserved Latino English Language Learners (ELLs) 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.

2. 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.

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:

- Rigorous Instruction – Common Core-aligned instructional units including reading of non-fiction, debates, application of critical thinking, and argumentative writing were implemented in all subject areas in some cases as interdisciplinary units. To meet student needs, instructional activities which develop student literacy were commonly employed in science, technology, engineering, and history (US), in addition to the ELA/ESL classroom.
- Supportive Environment – Students are taking a more active role in the process of learning both in and out of the classrooms. Teachers are moving towards more student centered instruction overall by giving students more opportunities to participate in academic discussion, support class routines, and reflect on learning for the day. Participation in internships, WBL, field trips, and other extracurricular activities was high.
- Collaborative Teachers – teachers report more frequent professional dialogue and collaboration with their colleagues. The implementation of the peer observation model and the interdisciplinary units provides concrete evidence of a collaborative Faculty.

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

- Data goals: Improving pass rate on Global History Regents, improving College Readiness Levels (75+/80+), especially in math
Increasing the Four-Year Graduation Rate
Increasing student attendance
Increasing post-secondary enrollment rate
- Rigorous instruction: Aligning schoolwide curriculum with Common Core Learning Standards, especially around reading and argumentative writing, implementing universal classroom activities which develop both the English and Spanish language along the 9-12 continuum
- Collaborative Teachers – providing structured PD on ESL/literacy instruction to all Faculty, continuing the use of the peer observation model with a stronger focus on Danielson
- Family-Community Ties - Devising additional activities and events which build strong family-community ties, especially in helping families: navigate the college application process, connect high school performance to future careers, and informing parents of key aspects of the curriculum and what can be done at home to support children (i.e. important reading), harness resources provided by outside partnerships (requires further organizing team internally to take advantage of these opportunities)

02M542 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	531	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	74	# Dual Language	49	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	20	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	6
# Foreign Language	22	# Dance	1	# CTE	19
School Composition (2013-14)					
% Title I Population	83.5%	% Attendance Rate			90.8%
% Free Lunch	77.0%	% Reduced Lunch			0.2%
% Limited English Proficient	63.6%	% Students with Disabilities			2.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			0.2%
% Hispanic or Latino	99.8%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.5%	Mathematics Performance at levels 3 & 4			83.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	91.7%	% of 2nd year students who earned 10+ credits			91.6%
% of 3rd year students who earned 10+ credits	87.7%	4 Year Graduation Rate			84.5%
6 Year Graduation Rate	90.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Assessment:

Analysis of Regents performance data indicate a need to increase rigor of instruction by focusing on critical thinking skills and student writing, especially in preparation for the Common Core English Regents

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

Math CCSS indicate need for deeper conceptual understanding of math

Strengths:

Teachers regularly demonstrate expertise in pedagogy and their content areas as applicable

There is great enthusiasm among Faculty to collaborate in strengthening alignment and developing additional CCLS argumentative writing tasks; we need to work as a team to implement rigorous CCLS-aligned units across the school in a comprehensive fashion (i.e. such that students experience consistency within the grade level and a progression of challenge as they proceed up through each grade)

Needs:

- 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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, reading, and argumentative writing, and implement at least one unit per subject by January 2016 as measured by observations and student work (Danielson Competency 1a, 1e, & 3b)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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 Strategies, MEAL Writing Outline, MEAL Rubric for Teacher/Peer Assessment)</p>	<p>Faculty – Organized as Grade Levels Teams and Department Teams</p>	<p>September to March</p>	<p>School Quality Team Susan Lally</p>
<p>Weekly teacher collaboration and PD on implementing literacy strategies in the content areas and analysis of student work</p>	<p>Faculty</p>	<p>September to March</p>	<p>PD Team Susan Lally as Literacy Specialist George Lock as AP of Supervision</p>

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 March	Jamie Baez as ELA/ESL Team Leader
Alignment of Algebra 1, Geometry, and Algebra 2/Trigonometry curriculum with CCLS in preparation for Common Core Math Regents	Math Team	September to June	Edwin Reyes as Math Team Leader

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Checkpoints include: <ul style="list-style-type: none"> Development of high quality classroom resources which are designed to raise rigor and their use by mid-December 2015 Incorporation of at least one CCLS-aligned unit by December by all teachers Analysis of student work in teacher teams led by literacy specialist by the end of January 2016 and teacher reports of increased knowledgebase on teaching reading/writing Data indicates higher proficiency in student writing by the beginning of February 2016
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Learning Environment Survey indicates that :

- 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 and parents need to be more in touch with the work that their children are doing in class

Other needs include:

- Empower students to take ownership of their learning and meaningful action to improve the educational process
- Empower parents by connecting them to the curriculum and standards, and providing them opportunities to support their children

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase annual daily attendance rate to 95% for 2015-16 school year excluding September

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Weekly attendance meetings to identify	Chronically Absent Students	September – June	APO Guidance Parent Coordinator Attendance Secretary
Grade Team Meetings where teachers identify students with poor attendance and organize parent outreach (Target Group = Students with less than 90% attendance)		September - May	APS Guidance Parent Coordinator
Professional development for Staff on New Visions' Google Attendance Tool	Administration and Staff	September - January	Principal APS

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session											
Funding for after school activities											
Part 4b. 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 SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, the annual attendance rate will be 94% for the year and 95% excluding September

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- Overall ratings demonstrate that majority of teachers performed at the effective or highly effective level last year, thereby indicating a Faculty with sophisticated teaching methodology
- Teachers indicate dedication to student achievement and professional growth
- Certain teachers express interest in becoming leaders
- Professional dialogue among teachers is focused on overcoming challenges in the classroom regarding student performance

Needs:

- Greater alignment of teacher collaboration and professional development with school goals, and teacher and student needs
- Greater sharing of best practices along with professional dialogue about classroom practice within and across subject areas
- Additional alignment of instructional approaches with Danielson
- Professional development and increased use of best language acquisition strategies

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 100% of staff conduct at least one peer observation by March 2016 with a focus on language acquisition and NYSESLAT preparation as measured by Peer Observation Protocol tear-off form

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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).</p>	<p>Faculty</p>	<p>September-October</p>	<p>Baez Rosal</p>
<p>Generate professional dialogue to further align teacher practice with highly structured and student-centered approach of Danielson framework</p>	<p>Faculty</p>	<p>November – May</p>	<p>Medina Lock</p>
<p>Utilize peer observation model as part of a larger PD structure to develop teacher capacity to develop student literacy and language proficiency</p>	<p>Faculty</p>	<p>November - May</p>	<p>Baez Lally</p>
<p>Utilize peer observation model as a method to share best practices for language acquisition and NYSESLAT prep among various subject areas</p>	<p>Faculty</p>	<p>November - May</p>	<p>Baez Lally</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session</p>											
<p>Funds for professional textbooks</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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All teachers complete a peer observation by March 2016

Observations indicate that language acquisition strategies and NYSESLAT preparation are occurring in all subject areas by May 2016

By December 2016, at least 25% of teachers have conducted at least one peer observation

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

Principal has established a team of highly skilled pedagogues who work collaboratively to push for the success of the school

Opportunities for teacher growth are embedded into the normal functioning of the school

Strong supports for socio-emotional development are in place

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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To organize a **School Quality Team by November 2015** which shapes the instructional program of the school to best meet the needs of all learners, and aligns the school vision and mission with the Capacity Framework

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To establish this team in a way which utilizes the school's instructional leaders in shaping the instructional program of the school to meet the students' needs</p>	<p>Faculty</p>	<p>September- November</p>	<p>Principal AP of Supervision</p>
<p>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 9-12 alignment of curriculum which includes regular CCLS-style assessments as checkpoints for student learning.</p>	<p>All students</p>	<p>September – April</p>	<p>School Quality Team Team Leaders</p>
<p>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</p>	<p>All students</p>	<p>January & May</p>	<p>School Quality Team Guidance Counselors Team Leaders</p>
<p>School Quality Team will develop schoolwide PD plan and lead in-house PD which is aligned with school goals</p>	<p>Teachers</p>	<p>September – April</p>	<p>Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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The team will conduct a mock School Quality Review November 2015 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 – January 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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) for the purpose of supporting student achievement.

Inform more in depth of 9-12 schoolwide curriculum, Work-Based learning experiences, YD experiences, and steps to apply and attend college.

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

Strengths:

Parents are supportive of students and school initiatives.

High turn out at parent events.

Parent coordinator keeps parents updated on key information.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To diversify family outreach methods to include approaches which familiarize parents with the curriculum, include parents in school events more often, enable more teacher-to-parent discussion of student performance, and registering 60% of parents on PupilPath by May 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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.</p>	<p>Parents</p>		<p>Grace Ojeda Hegal Martinez Georges Mathieu</p>
<p>All teachers will use PupilPath as a medium to communicate both the successes of students as well as challenges and failures that students experience</p>	<p>Teachers</p>		<p>George Lock Georges Mathieu</p>
<p>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</p>	<p>Parents</p>		<p>Mr. Calovini Mr. H. Martinez</p>
<p>Involve parents more often in events throughout the year such as student presentations and shows</p>	<p>Parents Students</p>		<p>Mr. H. Martinez Mr. Almonte</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Grade Team Meeting Time Per session where applicable</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>X</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Training on PupilPath for parents January 2016

Increased student motivation as students and parents increase their understanding

At least two events to connect parents with teachers will occur by January 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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 activities and strategies for high quality professional development for teachers, principals, 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.
Teachers use formative assessments daily to inform instruction.
Supervisors and teacher leaders provide in-house PD to teachers during the school day (e.g. post-observation conferences and common planning time)

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

<p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	326,551.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	31,732.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,029,503.00		

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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: <u>Manhattan Bridges High School</u>	DBN: <u>02M542</u>
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: <u>160</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>8</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Manhattan Bridges High School students are 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.

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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.

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 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)	_____	_____

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.
<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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Mirza Sanchez-Medina	Assistant Principal George Lock
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Adolfo Calovini	School Counselor Mirian Lucas
Teacher/Subject Area Edwin Reyes/Math	Parent Adriana Lunes
Teacher/Subject Area Ruben Sanchez/NLA	Parent Coordinator Vacant
Related-Service Provider Maria Diaz/SPED	Borough Field Support Center Staff Member type here
Superintendent Donald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	4	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	511	Total number of ELLs	368	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										25	22	20	10	0
Dual Language										12	15	17	27	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	368	Newcomers (ELLs receiving service 0-3 years)	182	ELL Students with Disabilities	21
SIFE	123	Developing ELLs (ELLs receiving service 4-6 years)	63	Long-Term (ELLs receiving service 7 or more years)	16

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	186	48	2	73	18	1	24	0	0	0
DL	26	8	0	45	24	1	14	13	1	0
ENL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE										91	83	110	84	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	91	31	83	37	110	30	84	45	0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>230</u>	Number of students who speak three or more languages: <u>n/a</u>
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Freestanding English as a New 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 your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0									19	7	9	4	0
Emerging (Low Intermediate)										10	19	14	8	0
Transitioning (High Intermediate)										10	13	13	9	0
Expanding (Advanced)										38	32	30	27	0
Commanding (Proficient)										15	20	25	15	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													26	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										18	25	42	26	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	63	0	41	0
Integrated Algebra/CC Algebra	338	338	292	292
Geometry/CC Algebra	156	0	109	0
Algebra 2/Trigonometry	22	0	12	0
Math _____	0	0	0	0
Chemistry	12	0	1	0
Earth Science	169	169	100	100
Living Environment	299	299	247	247
Physics	3	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	207	207	103	103
Geography	0	0	0	0
US History and Government	64	64	54	54
LOTE	331	331	314	314
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	45	59	65	53	28	35	52	37
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.

The assessment from Reading Plus also helps us 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.

We have also used the data collected to develop a schoolwide language development plan that includes MEAL, STEAL and DEAL to support the writing process. 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, 2013-2015, our Where Are They Now College readiness and attendance statistics, and our well above average graduation and Regents performance rates for ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

We have a significant number of SIFE. 123 are SIFE 63 of whom are ELLs and 16 are Long-Term ELLs. Students progress and develop English language proficiency consistently and well over their four years at Manhattan Bridges High School. This year we have a larger number of newcomer ELLs in the 9th grade. However, we noticed a larger number of continuing students are in the Developing ELLs category.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We have not been successful in learning how to use this tool. As a New Visions school with have had access to their data tools. These tools have helped us keep track of every student's progress.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Students are definitely becoming more proficient as they proceed from grade 9 - 12. Out of a register of 511, 368 are ELLs, 72.02%. Our school ELL population is composed primarily of Newcomers - 57.6%, then Developing ELLs - 32.1% and finally LTELLs - 10.3%. Thirty-three (33.4%) of our ELL population are SIFE. 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 levels, 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, as reported by the School Quality Guide. The exam which is most difficult for our ELLs is the ELA Regents exam. By June, 2015, 74% of the ELL population had passed the ELA Regents. 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Manhattan Bridges High School's academic design has demonstrated success in working with all ELLs. This stems from the belief that all students are able to learn provided a supportive environment for learning. In this model all educators teach students, scaffolding the processes needed to attain mastery. In addition, all other staff work together to support the socio-emotional development of the adolescent.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We have provided and continue to 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a. By Senior year most EPs take the AP Spanish Language and or Literature and Culture exams. 94%, 101, of our AP Spanish Language students passed the exam with a score of 3 or above, with an average score of 4. 99%, 62, of our AP Spanish Literature and Culture students passed the exam with a score of 3 or above.

b. Excellent - see above

c. Excellent - The graduation rate for EPs at Manhattan Bridges High School in June 2015 was 100%

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

We do not have final results in about AYP. 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, 33% of whom are SIFE and 58% of whom are Newcomer ELLs, 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 Exceeds Target in Students Achievement rating in the 2014-2015 School Quality Guide. As it also received a score of A on the

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 Office of Enrollment sends students to our school for consideration. During the interview the guidance counselor determines if the HLIS is needed.

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 NYSITELL for placement purposes within their first ten days of school. We are now implementing the LENS assessment for those students who are identified as possible SIFE.
- 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 NYSITELL and LENS. Students are placed according to results
- Counselors provide Parent Orientation Sessions, at which they review the “Parent Orientation Packets.” These packets contain English and Spanish versions of the Parent Survey and Program Selection form, Entitlement Letter and Title III Parent Letter.
- The Bilingual Coordinator and A.P. Instruction keep records and maintain eligibility records

response to question here:

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Bilingual Coordinator conducts oral interviews (SIFE questionnaire), reviews teacher recommendations and student work in both native and ENL to determine if students should be administered the LENS. For instance, we identified ten students who were not performing at grade level. We tested students within the 30 day window, and determined that they were not SIFE but would need additional support.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students with IEPs who are newly enrolled are identified by their designation in SIS by the Director of SPED, Maria Diaz. If a student is referred for an evaluation the school follows the SOP for referrals. Our LPT makes a preliminary assessment if the need is native or new language development or of another need. This team is comprised of Principal or designee, parent, guidance counselor, bilingual coordinator, SPED teacher, subject team leaders.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Bilingual Coordinator works closely with the guidance counselor to ensure that NYSITELL is administered and entitlement is determined and that parents receive notification. The AP then receives a report of this work. Once parents are informed, they are also advised of appeal process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

This is not a situation common at MBHS as the school is already designed for ELLs. However if this situation was to occur, then we would follow the procedures as delineated in the ELL Policy and Reference Guide.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 Bilingual Coordinator, Parent Coordinator (now vacant) 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 ENL) in the parents' preferred language.
 - Parents receive notification of NYSITELL 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 NYSITELL:
 - o NYSESLAT Achievement Test Parent Report from prior spring
- OR
- o Parent Survey and Program Selection Form, which informs them of their child's results on NYSITELL
 - 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 NYSITELL or NYSESLAT scores.
 - o They review copies of Parent Orientation packets for newcomers identified by the NYSITELL 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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent coordinator or designee is responsible for distributing and collecting Parent Survey and Program Selection forms. The school has a quick turnaround to give these letters to the parents of newly enrolled students. We file forms that are returned in guidance files. All students for whom we do not collect a form default to TBE.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Again, the parent coordinator or designee is responsible for distributing and collecting Parent Survey and Program Selection forms. She keeps records of the outreach to parents. We file forms that are returned in guidance files. All students for whom we do not collect a form default to TBE.

9. Describe how your school ensures that placement parent notification letters are distributed. Letter are included in the welcome package for parents. After students take placement tests, parents are informed and given the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Letters are filed in the student record file. As we have limited space, we must consolidate filing.

11. 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.

We make an effort to administer all sections of the NYSESLAT 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 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, 2015.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are again distributed to parents during the Fall Parent-Teacher Conference. Letters are attached to the report card and parents receive an orientation.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

There is a 1-1 correspondence between parent requests and the programs we offer. All parents of the 20 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
ENL is offered by levels. All students receive at least 360 minutes of instruction a week.
 - b. TBE program. *If applicable.*
All students classes are programmed departmentally by cohort, NYSESLAT scores to determine need for B, low I, high I, A, P and teacher recommended ESL instruction, or DL instruction and by math level. Otherwise, all other classes are programmed heterogeneously.
 - c. DL program. *If applicable.*
In the 11 & 12 grades DL class are programmed heterogeneously with TBE students. In the 9 & 10, DL classes are also programmed heterogeneously and by target language.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In the TBE program, ENL instruction is provided by ENL teachers or teachers dually certified in both ELA and

ESL. Entering

(Beginning) ELLs are programmed for 540 minutes of instruction, Emerging and Transitioning (Intermediate) ELLs for 360 minutes of instruction and Expanding (Advanced) ELLs for 180 minutes. Former ELLs also receive ENL support. 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 taught in grades 9-12, by licensed teachers. 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 core content is delivered in each program model. 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. Most attended 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 ENL or bilingual or are in the process of pursuing this certification.

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

Teachers use common rubrics and assessments for paragraphing, essay writing and vocabulary development. We administer the Spanish NYSITELL to students to evaluate their native language skills. Every student also takes the Spanish Language Regents exam, too. Over 90% 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 argumentative essays.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. We have a Tier 2 list of vocabulary words that are used throughout the school.

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

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

- We use a “leveled-set” assessments in ENL to place 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 ENL 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.
- ENL instruction using appropriate and current research-based strategies.
- English language instruction through the content areas using ENL 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 ENL 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 ENL and content-area instruction.
- Holding out high expectations and providing high support by providing students with highly qualified ENL 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 Pupil-Path, 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

- 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 ENL 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

- 2 counselors for 510 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:

- Seven AP courses; Spanish Language, Spanish Literature and Culture, English Language, Statistics, Environmental Science, Macroeconomics and Calculus

- Four years of Math and Science

- Four years of National Academy courses in Information Technology, and four years of Engineering using the Project Lead the Way curriculum

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

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, HISPA and Juniper provide students with financial awareness and work-based learning opportunities. All of our students participate in two Career Days a year. Over one hundred and fifty Manhattan Bridges students participate in job-shadowing and/or internship opportunities with such organizations as Verizon, Juniper, 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 Advanced and Proficient at Manhattan Bridges. All but three of our fifteen SWD students moved up one level in proficiency last year, whether LTELL or newcomer. Five gained proficiency, including LTELL SWD's. That said, the students who come to us as long-term ELLs, or become LTELLs while usually have significant learning, attendance, social and emotional problems that need addressing with individualized interventions, which we address through individualized programming by offering before and after school tutoring, interventions and Saturday Academy.

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, ENL/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.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
This would not happen at our school since MBHS is designed for ELLs. All assessments are geared to identify students' needs and provide appropriate placement. However, if we had an appeal we would follow the guidance provided in the ELL Policy and Reference Guide.
8. 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?
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. 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
In addition to the what is mentioned above, 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

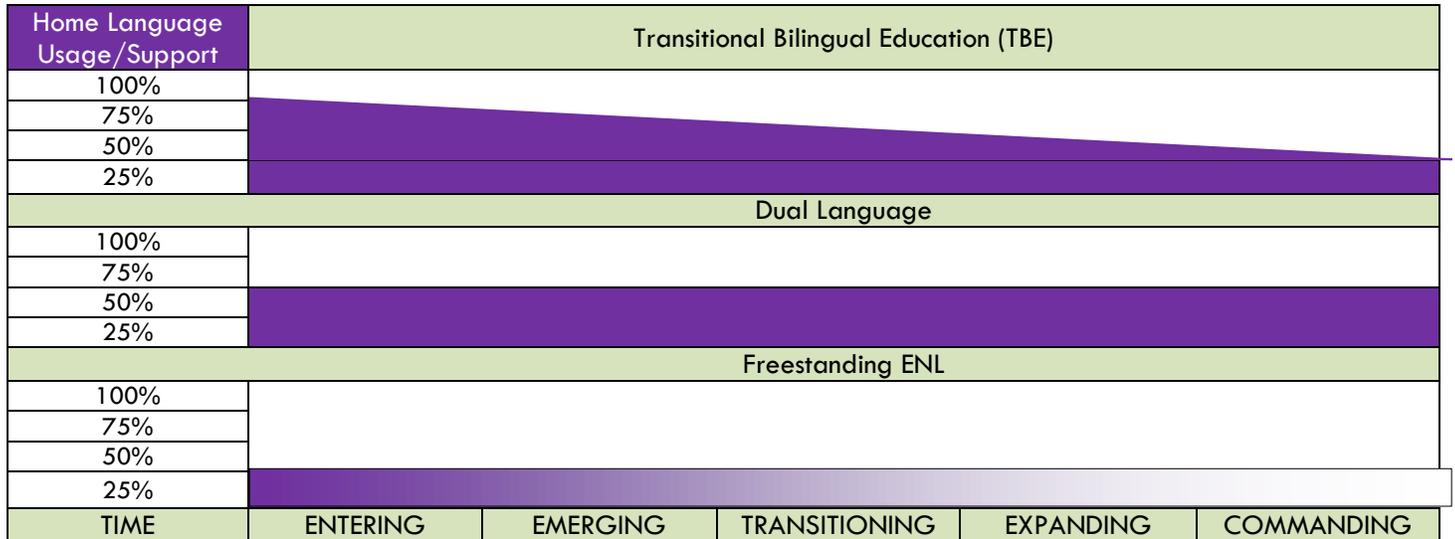


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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, ENL, 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 ENL, NLA and ELA.
 - o Entering/Beginners receive the minimum of 540 minutes of ENL/ELA requirements for CR Part 154, and 216 minutes of NLA
 - o Intermediate, Advanced and Transitional ELLs in DL receive the minimum of 360 minutes of ENL/ELA requirements for CR Part 154, and 216 minutes of NLA instruction.
 - 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, ENL 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; 257 AP exams were administered in School Year 2014-2015.
 - 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 10th -12th grades, 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:
11. 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. According to City and State data, MBHS exceeds target in student achievement.
12. What new programs or improvements will be considered for the upcoming school year?
- Coaching from New Visions for Public Schools on implementing Common ore curriculum in Global History and chemistry.

13. What programs/services for ELLs will be discontinued and why?
iMentor for lack of funding.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are able to participate of all programs, including career academies, College Now, AP courses, 4-years of science and math.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
-Smartboards in every classroom. 11 rolling computer labs. 2 STEM 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
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
-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
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students are offered the same content, and more, as in any comprehensive high school. All students 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
-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.
- All students belong to an advisory group (College and Career Seminar)
19. What language electives are offered to ELLs?
None, 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.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- a. Model of DL. Time in Target Language - Approximately half of the instructional time is spent in each language. ELL and EP students are separated in ELA classes and integrated in all other classes. DL is mainly self-contained in the 9th grade, gradually integrated beginning in the 10th grade and fully integrated by the 11th grade.
- b. 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
- c. 9&10 Spanish in History and NLA/FL. The rest of core classes are taught in English with a gradual integration of Spanish.
- d. Both languages are taught at the same time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As a largely TBE school, our professional development has always focused on our ELLs' improving literacy in both language. This year we continue to have a school wide focus on preparing ELL 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 ENL, ELA, Spanish NLA, Science 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:

Vocabulary development in all classes
Argumentative Essay writing
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
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 CC 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 - 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As aforementioned, we provide a number of support opportunity to all of our studnets. For instance,
 - Summer Bridge Program is taught by staff provided with curriculum from Project Lead the Way
 - iMentor who will work with student throughout four years of high school;
 - iMentor provides training to teachers
 - High School to college workshops
 - Over 60 students participate in College Now per school year
 - AP courses; AP teachers provided with AP Summer PD
 - College advisement program
 - Weekly College and Career Seminars; teachers provided with PD and material support from NAF and iMentor
 - Assistance in filling out college, financial aid and scholarship applications; College counselor meets with teachers and students during College and Career Seminar classesInternship program; Work-Based Learning Coordinator works with teachers to insure students are aware of and placed in internships
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Not only are all our PD sessions and faculty meetings aimed at better serving ELLs, but also there are a number of experienced ENL 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 ENL and/or bilingual teacher or administrator is present and contributing, so teacher more than meet the r4equired hour 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parental involvement of ELL parents is high at MBHS, because all meetings are conducted in Spanish and English. Workshops offered to parents include ENL classes, technology classes and 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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The guidance team maintains records of their meetings with families, these are iLogged in ATS. In addition, the Parent Coordinator keeps records of all parent meetings. All written and electronic communication sent home is done in Spanish and English. Al verbal communication is done in the language of preference. Phone Master calls are kept in electronic files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Over half of the parents attend Parent-teacher conferences. About 50 attend PA meetings. Parents are informed of meetings and school events via monthly calendars, PhoneMaster messages and individual calls. We have an open-door policy. Parents know that they are welcome to come to school to speak with any staff member. Parents attend the monthly workshops prepared by the parent Coordinator o guidance team. Parents also attend SLT, and Title I meetings. The school also has the goal to have 100% of the parents use the Pupil Path App in orfder to monitor their child's progress.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

Last year we began a Parent Academy with the ELL grant. We assess the parents needs based on the School Survey, individual meetings and PA meetings. Parents informed us of how these workshops had helped them better understand the education system as they helped with parenting. 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.

D. Additional Information

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

Paste response here:

School Name: Manhattan Bridges High School

School DBN: 02m542

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mirza Sanchez-Medina	Principal		
George Lock	Assistant Principal		
	Parent Coordinator		
Adolfo Calovini	ENL/Bilingual Teacher		
Adriana Lemus	Parent		
Edwin Reyes/Math	Teacher/Subject Area		
Ruben Sanchez/NLA	Teacher/Subject Area		
	Coach		
	Coach		
Mirian Lucas	School Counselor		
Donald Conyers	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M **School Name: Manhattan Bridges High School**
Superintendent: Donald Conyers

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our school population is mainly ELL. All families complete the HLIS. All material sent home is in English and Spanish. In addition, all meetings with the families are conducted in the language of their preference.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents are sent in English and Spanish.

- Attendance And Guidance Letters to parents - ongoing
- Calendars - monthly
- Parents' Handbook - beginning of the school year
- Announcements of meetings - monthly
- Info Afterschool Programs - by term
- Course information - beginning of term

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have an open door policy, so parents are welcome to come to the school as often as they need.

- Family Night
- Title I
- SLT meetings
- Parent Teacher Conferences
- PA meetings attended also by staff
- Attendance Meetings
- Guidance Meetings
- College Info Meetings
- Parents' Academy
- ESL Classes for Parents

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All documents for parents are written in English and Spanish. Automated phone calls are recorded in both languages. Meetings are conducted in both languages if necessary. All school materials are translated by staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Manhattan Bridges HS has a bilingual staff that provides translation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We provide in-house translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

- Parent Survey
- SLT meetings
- PA Meetings
- Guidance Meetings
- PA Executive Board meetings with the Principal