



Bridges Goal Planning & Implementation Checklist for 2017-18 (ADMIN)

Name:

Contact Info:	Which school leader is directly responsible for overseeing implementation of Bridges in the building? School Leader Contact:	Teacher name(s):	Teacher(s) Contact Info:
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<i>Item</i>	<i>Considerations</i>	<i>Responses and Current Condition</i>
Intake, Identification, and Administration of MLS	<p>MLS Who will administer the MLS? What is your school's protocol for analyzing and sharing results? How will you use data to program SIFE and SIFE with Developing Literacy at your school?</p> <p>SIFE Oral Interview How is information from the interview process shared with the team? Used to triangulate analysis of MLS data?</p> <p>Other Diagnostics Who will administer? Will your school use other assessments to help you program and identify students' needs?</p> <p>Bilingual Program Does your school have a bilingual program for SIFE? How will students be identified and programmed?</p>	

<p>Assessment Calendar</p> <p>Baseline Assessments: Sept, Jan and June</p>	<ul style="list-style-type: none"> ● How will you use interim assessments in the Bridges courses? <ul style="list-style-type: none"> ○ Integrated ELA Part 1: Pre-, Mid-Unit, Post-, Final Assessments, and Performance Task ● How will you track data as you monitor progress over time in Stand-Alone ENL, Part 2? 	
<p>Ordering books & materials</p>	<p>What resources will schools need?</p> <ul style="list-style-type: none"> ● Central Texts for Bridges Units 1-4 ● Text Sets for ELA Part 2 ● Libraries for independent reading and Group ● Technology (iPads, printers, laminators, Smart Board, etc.) ● IRLA & other assessments ● Native language and reference materials and resources ● Classroom materials: bags or baskets for books, easel + chart paper, binder storage, bulletin board, word wall materials, sentence strips, etc. 	
<p>Staffing and Size of School/Teacher Support</p>	<ul style="list-style-type: none"> ● Which school leader is directly responsible for overseeing implementation of Bridges in the building? Are coaches available to support the Bridges teacher(s)? ● Which ENL/ELA teacher(s) will be working with SIFE? ● Which teachers will teach SIFE in other courses other than Bridges? ● What kind of support and training will teachers need? ● How large is the population and how does this impact implementation? 	
<p>Scheduling-Programming</p>	<p>What does the schedule for your SIFE program look like?</p>	

	<p>English Proficiency Level: ENTERING 540 Instructional Minutes</p> <ul style="list-style-type: none"> ● INTEGRATED ENL/ELA - 1 unit of study integrated ENL/ELA (180 Minutes) ● STAND-ALONE ENL - 1 Unit of study in ENL (180 mins) ● FLEXIBLE PROGRAMMING - 1 unit of Stand-Alone ENL or Integrated ENL in core content area ● Additional Courses targeting students' needs: NLA, Content in HL, intervention, arts, advisory etc.. 	
<p>Integrated ENL/ELA Part 1</p>	<ul style="list-style-type: none"> ● How will you adapt the ELA Part 1 curriculum to your context? ● How will you scaffold for the routines and structures used regularly in ELA Part 1 such as the Power Methods? ● What modifications are needed to adjust the curriculum to your students? 	
<p>Stand-Alone ENL Part 2</p>	<ul style="list-style-type: none"> ● How will you schedule center rotations in ELA Part 2? ● How will you determine what students will work on during ELA Part 2? ● Will you use the IRLA, and how? ● If you have a co-teacher, how might multiple teachers in the room be used to support students during centers? 	
<p>Reading Assessments & IRLA</p>	<ul style="list-style-type: none"> ● What early reading assessment (in English) are used to determine students' reading levels in your school? ● How will you customize center tasks and procedures for your students, after identifying instructional levels? ● If your school will use a progress monitoring tool, how will you use the 	

	<p>framework in your context?</p> <ul style="list-style-type: none"> • How will you ensure that teachers are trained and the effort is coordinated? 	
Support for teachers (planning time, coaching, and internal PD)	<ul style="list-style-type: none"> • What planning time do Bridges teacher(s) need to prepare for implementation of curriculum? • What additional structures for support will teachers have to implement the Bridges curriculum next year? Internal PD? • What structures for inquiry or action research does your school have in place for teachers to develop their capacity to serve LL SIFE in your school? • For coaches & school leaders: What does your school's PD plan include to build teachers' capacity to support LL SIFE? 	
Ongoing "Over the counter" enrollment	<ul style="list-style-type: none"> • How will you integrate students who arrive to school in the middle of the year? 	

I Recommendations for School(s):

Action Items (April-June)	Summer Action Items (Jul-Aug)	Fall Action Items (Sep-Oct)

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