



BRIDGES GOAL PLANNING & IMPLEMENTATION CHECKLIST FOR 2019-2020

Considerations and Guiding Questions	Recommendations and Requirements for Fidelity to Bridges Curriculum Model	Responses and Current Conditions (to be filled out with/by the school)
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Intake, Identification and Administration of MLS

- MLS (Multi Lingual SIFE Screener)**
 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?
- SIFE Oral Interview**
 How is information from the interview process shared with the team? Used to triangulate analysis of MLS data?
- Writing Screener**
- Other Diagnostics: Who will administer?**
 Will your school use other assessments to help you program and identify students’ needs?
- Bilingual Program**
 Does your school have a bilingual program for SIFE? How will students be identified and programmed?

Required:

- 1) All assessments require a trained lead* qualified to administer assessments and trained on the language and content demands of each assessment included here (MLS, SIFE Oral Interview, local screeners)
- 2) There should be an instructional lead who triangulates data during beginning of year to ensure that students who are at third grade language and below in home language literacy as assessed on the MLS, are appropriately assigned to Bridges.

**By “training”, we mean 1) clear understanding of administration and content of the MLS and what it measures and 2) expertise in language and cultural knowledge /background in administering and distributing information from the SIFE Oral Interview or local language screeners.*

Assessment Calendar » Baseline Assessments: September January, and June

- How will you use interim assessments in the Bridges courses?

Integrated ELA/ENL:

- Pre-, Mid-Unit, Post-, Final Assessments
- Performance Task
- How will you track data as you monitor progress over time in Stand-Alone ENL, Part 2?

Required:

- Curriculum Assessment Calendar: Teachers must have a system for administering, recording, and reflecting on student data collected from Bridges local curricular assessments as indicated in the materials.

Integrated ELA/ENL:

- Pre-, Mid-Unit, Post-, Final Assessments
- Performance Task

Stand-alone ENL:

- Independent Reading Level Assessment (IRLA) data twice per year
- In ongoing way during conferencing

Ordering Books & Materials

What are the resources will schools need?

- Ordering texts: In order for teachers to have success in implementing the program, the following texts are strongly recommended for the courses. For specific texts, please see the Bridges Text Spreadsheet offered or the ARC page online.

Required Materials:



- Central Texts for Bridges Units 1-4
- Group Reading text sets for Stand-alone ENL aligned to student reading levels
- Libraries for independent reading
- Use of developmental reading framework, e.g. IRLA, F&P, etc.
- Headphones and laptops for Centers 2 and 3

Other Recommended Materials:

- Additional technology (iPads, printers, laminators, Smart Board, etc.)
- 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.

School-Based Leadership

- 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

Required:

- Instructional and Programming Support | A point administrator should be assigned to Bridges teachers who can help build capacity according to teacher's specific needs as well as be actively involved in programming classes, purchasing materials and educating him/herself about the program design.



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?

Schedule, Class Size & Programming

What does the schedule for your SIFE program look like?

Required:

- Enrollment | We also require that students participate in both courses in a given year in order to accelerate language and literacy skills.

Recommended:

- Class Size | To obtain results in student progress, class size for Bridges is no larger than 16.
- Programming Guidelines | We recommend the following guidelines, informed by CR Part 154:

HS: 540 minutes

- 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/ELA (180 minutes)

- Additional Courses targeting students' needs: NLA, Content in HL, intervention, arts, advisory etc.
- Wherever possible, NLA should align thematically with Bridges ENL/ELA as should content classes that serve SIFE with Developing Literacy

MS: 360 minutes

- Integrated ENL/ELA: 1 unit of student integrated ENL/ELA (180 minutes)
- Stand-alone ENL: 1 Unit of study in ENL (180 mins)

Integrated ENL/ELA

- How will you adapt the Integrated ELA/ENL curriculum to your context?
- How will you scaffold for the routines and structures used regularly in Integrate ELA/ENL such as the Power Methods?
- What modifications are needed to adjust the curriculum to your students?

Required:

- Teachers should review the ELA Handbook and use as a resource.
- Teachers should utilize all three units of the curriculum, adapted to the needs of the students.

Teachers should follow the specified criteria around...

- Progress monitoring around yearlong targets
- Use of instructional methods and protocols outlined in the ELA Handbook

Stand-Alone ENL Part 2

- How will you schedule center rotations in Stand-alone ENL?
- How will you determine what students will work on during Stand-alone ENL?
- 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?

Required:

- Teachers should implement at least the four centers provided in the Stand-alone Implementation Guide. The Start-up Lessons will support the teacher in implementing the centers. Teacher should track progress in the center work in order to support students in making progress.

Recommended:

- **Staffing:** It is recommended to have a TA, wherever possible to support the center work. If there is a co-teacher, he or she should plan with his/her co-teacher once per week or on as-needed basis

Professional Development

- 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 framework in your context?
- How will you ensure that teachers are trained and the effort is

Required:

- Bridges teachers are required to attend PD either a year before or during the time of implementation so they can best understand the materials and methods.
- Teachers may need additional training on the IRLA or other developmental reading frameworks.



coordinated?

Teacher Team Planning (Where Applicable)

- 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 SIFE in your school?
- For coaches & school leaders: What does your school's PD plan include to build teachers' capacity to support SIFE?

Required:

- Team learning | If there are multiple teachers in Bridges classrooms, we require programmed teacher meetings on a regular basis to support their planning and inquiry from student work and data.

Ongoing enrollment

How will you integrate students who arrive to school in the middle of the year?

Recommended:

- INT ENL/ELA | Materials for incoming students should be adapted for students in Integrated ELA using the supplemental units provided in Units 1-3: <http://bridges-sifeproject.com/classes/int-unit-1/>



A project of the Graduate Center, CUNY

- STA ENL | Students working in centers can be integrated into the appropriate center based on leveling and assessment data for him/her.
- New students should be assigned a peer to support him or her in learning the routines.



ACTION-PLANNING DOCUMENT

School Name:

Principal and Contact Info	School Leader Contact	Teacher name(s) and Contact Info
	Which school leader is directly responsible for overseeing implementation of Bridges in the building?	

General Recommendations for School(s)		
Spring Action Items (April- June)	Summer Action Items (July- August)	Fall Action Items (September- October)