

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Closure of Bread and Roses Integrated Arts High School (05M685) and the Opening and Co-Location of a New High School (05M532) with KAPPA IV (05M302) and Mott Hall High School (05M304) in Building M136 Beginning in 2012-2013**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to close Bread and Roses Integrated Arts High School (05M685, “Bread and Roses”) an existing district high school in building M136 (“M136”), located at 6 Edgecombe Avenue, New York, NY 10030, within the geographical confines of Community School District 5. Bread and Roses currently serves students in grades nine through twelve. The DOE is proposing to immediately replace Bread and Roses with New School (05M532, “New School”), a new district high school serving students in grades nine through twelve in M136.

If this proposal is approved, Bread and Roses will close at the conclusion of the 2011-2012 school year. All current students who have not graduated before the start of the 2012-2013 school year will be guaranteed a seat at and automatically enrolled in New School.<sup>1</sup>

Bread and Roses is co-located with KAPPA IV (05M302, “KAPPA IV”), an existing district middle school that currently serves students in grades six through eight, and with Mott Hall High School (05M304, “Mott Hall”), an existing high school that currently serves students in grades nine through twelve. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

Bread and Roses and Mott Hall admit students through the Citywide High School Admissions Process. Bread and Roses uses the educational option method to admit students through that process. Mott Hall uses the limited unscreened method to admit students through the High School Admissions Process. KAPPA IV admits students through the District 5 Middle School Choice Process. Additional information about the High School Admissions Process and the Middle School Choice Process is contained in Sections III.A and III.C of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Bread and Roses and replacing it with New School, the DOE is seeking to expeditiously improve educational quality at building M136. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff, including Bread and Roses’ staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. Doing this important work to improve the quality of teaching and learning in the school will also maximize New

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<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Bread and Roses who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

School's chance of receiving up to \$850,510 in supplemental federal funding under the federal School Improvement Grant ("SIG") program. New School will build on the strongest elements of Bread and Roses and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Bread and Roses with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

### *Background on the DOE Decision-Making Process*

#### **PLA Identification**

Each year, the New York State Education Department ("SED") designates a number of schools as Persistently Lowest Achieving ("PLA") based on their low graduations rates or poor academic performance.<sup>2</sup> (The standards for the PLA designation are described in more detail below.) Bread and Roses was first designated as PLA during the 2009-2010 school year and then again during the 2010-2011 school year.<sup>3</sup>

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

#### **School Improvement Grants**

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as School Improvement Grants, or SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.<sup>4</sup>

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization ("EPO") that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student supports similar to those developed in Transformation, but also replace at least half of the school's staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.<sup>5</sup>

In addition, the Transformation and Restart models require the implementation of a comprehensive teacher evaluation system based on multiple measures. This teacher evaluation requirement is intended to enable schools to improve student achievement through a more robust and rigorous teacher evaluation process, which in turn would result in more targeted support for struggling teachers and greater accountability for ineffective teachers by allowing for their expedited removal when they are not serving students well.

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<sup>2</sup> For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

<sup>3</sup> For more information, please visit: <http://www.p12.nysed.gov/pla/>

<sup>4</sup> SIG funding is available for PLA schools for a maximum of three years from the start of the school's initial implementation of a model. Bread and Roses was first placed into a SIG model in 2010-2011, meaning that New School will be eligible for one year of funding.

<sup>5</sup> For purposes of SIG, "School Closure" involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model. For more information, please visit: <http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to begin implementation of one of those models in school year 2011-2012. Following SED's review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to support each of those schools in beginning some initial improvement work and planning for more intensive intervention in subsequent years.

Bread and Roses was one of the 14 schools the DOE applied to place into the Restart model. SED approved the application, which made Bread and Roses eligible for up to \$850,510 in SIG funding per year for three school years. However, Bread and Roses' continuing eligibility for these funds under the Restart model was conditioned upon the DOE and UFT agreeing to implement a new teacher evaluation system by January 1, 2012.

Unfortunately, by the January 1, 2012 deadline, the DOE was unable to reach an agreement with the UFT on integral elements of this new teacher evaluation system. Because of this, SED informed the DOE that all New York City PLA schools in either the Transformation or Restart models would no longer receive SIG funding to continue the school reforms supported by these models.

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that the funding had been suspended, the DOE began to look at alternative approaches to ensure that the supports and funding started under Transformation and Restart could continue and be strengthened. The continuing lack of a new teacher evaluation system also led the DOE to further evaluate its available options to improve teacher quality by meaningfully evaluating staff and removing ineffective teachers.

After these evaluations, the DOE concluded that many PLA schools, including Bread and Roses, should be closed and replaced with new schools. By closing Bread and Roses and opening a new school, the DOE will (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending Bread and Roses.

Bread and Roses' most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Restart model at the school. While Bread and Roses' 2009-2010 performance was weak and showed a decline over 2008-2009 performance in a number of areas, there were some indicators of the potential for improved performance. The DOE determined that the Restart model, a relatively less intensive intervention, was the best fit for the school. However, Bread and Roses' performance continued to decline during the 2010-2011 school year, with a decline in the school's graduation rate and a number of indicators measuring students' progress towards graduation. This data showed that the school was struggling even more than the DOE had thought at the time it chose the Restart model for the school. Based on this most recent data, the DOE believes that students at Bread and Roses will be better served by implementation of a more intensive intervention. Thus, the DOE is now proposing that Bread and Roses be closed and replaced with a new school that would incorporate the strongest elements of Bread and Roses, while also allowing new staff to be put in place.

The failure to reach an agreement on a teacher evaluation system also factored into the DOE's decision. When the DOE placed Bread and Roses in the Restart model, it hoped that it would be able to quickly reach

an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation/Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staffs in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two more years for poor performing teachers to be removed from the classroom. Given the downturn in the school's data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff.<sup>6</sup> Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor), and the principal of the new school.

The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high-quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Section V, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the Restart model if a final agreement is reached on teacher evaluation. In conjunction with this proposal, the DOE will submit a new SIG application to SED for Bread and Roses and New School, seeking to continue SIG funding under an available model, so that the schools can receive funds necessary to build on the work that began under the old model, and implement new and revamped programs in New School to improve student achievement. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available for Bread and Roses or New School because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending Bread and Roses and will admit future new ninth-grade students through the High School Admissions Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Bread and Roses, and replace those interventions that have been less effective. New School will build upon the best elements

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<sup>6</sup> The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of Persistently Lowest Achieving schools supported by federal School Improvement Grant funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

of Bread and Roses and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

### *Performance and School Environment at Bread and Roses*

SED identifies high schools as PLA if they have a State graduation rate below 60% for three consecutive school years or if performance and improvement on the English and Math Regents exams are below a defined threshold. Bread and Roses was first identified as a PLA school in 2009-2010 because the school's graduation rates in 2006-2007, 2007-2008 and 2008-2009 were below 60%.

Bread and Roses has struggled to improve, and its performance during the last few years confirms the DOE's assessment that the school continues to require significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action by closing Bread and Roses and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those elements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Graduation rates at Bread and Roses have been consistently low for years, and have recently declined further. In 2010-2011, Bread and Roses' four-year graduation rate (including August graduates) was 47% — well below the Citywide graduation rate of 65.1% and in the bottom 6% Citywide.<sup>7</sup> In 2009-2010, Bread and Roses' four-year graduation rate (including August graduates) was 56%.
- If Regents diplomas alone counted toward graduation—as will be the case for most students in the 2011-2012 school year—the four-year graduation rate at Bread and Roses would drop to just 34%, putting the school in the bottom 8% of high schools Citywide.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. Bread and Roses earned an overall D grade on its 2010-2011 annual Progress Report, with an F grade on Student Progress, a C grade on Student Performance, and an F grade on School Environment. Bread and Roses also received an overall D grade on its 2009-2010 annual Progress Report.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2010-2011, only 66% of first-year students at Bread and Roses earned at least 10 credits. (The Progress Report defines students earning 10 or more credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subjects: Math, English, Science and/or Social Studies.) This rate of credit accumulation puts Bread and Roses in the bottom 17% of high schools Citywide.
- The school's attendance rate remains below that of most high schools. The 2010-2011 attendance rate was 78%, putting Bread and Roses in the bottom 10% of City high schools in terms of attendance.

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<sup>7</sup> Throughout this EIS, New York City's graduation rate calculation is used for individual school's graduation rates for all years, which is reported on the NYCDOE Progress Reports. For New York City, the most recent graduation rate available is New York State's calculation for NYCDOE students, which was 65.1% for the class of 2010. New York State's calculation of New York City's 2011 citywide graduation rate will not be available until New York State completes the verification of the graduation rate and releases it in spring 2012. New York City and New York State graduation rates both include August graduates and are generally similar.

- Safety issues have been a concern at the school in recent years. On the 2010-2011 New York City School Survey, only 69% of students reported feeling safe in the hallways, bathrooms, and locker rooms. In addition, only 36% of teachers reported that discipline and order were maintained at the school. This response is in the bottom 9% of high schools Citywide.
- Bread and Roses was rated “Developing” (D) on its most recent Quality Review in 2010-2011.<sup>8</sup> Quality Reviews evaluate how well schools are organized to support student learning. Bread and Roses’ 2010-2011 Quality Review cited a number of serious concerns, including the need to develop a rigorous and engaging curriculum, inadequate differentiation of instruction to support individual student needs, and uneven levels among staff of analysis of student work and data to allow teachers to modify teaching practice to support students’ individualized needs.

Despite these problems, some data indicates that elements of Bread and Roses are worth preserving in New School.

- The 2010-2011 six year graduation rate was 70%, notably higher than the 2007-2008 six year graduation rate of 54%, indicating the school is having some success graduating students on an extended timeline.<sup>9</sup> The DOE will seek to accelerate Bread and Roses’ improvements in graduation outcomes in New School. Moreover, with new programs and a push to improve teacher quality, New School could expand this recent improvement in overall student outcomes.
- While overall first year credit accumulation at Bread and Roses is poor, the school has done better in helping incoming students with poor academic records accumulate credits. Seventy percent of the first year students who were among the lowest third citywide in academic performance entering high school earned at least 10 credits in their first year at Bread and Roses. This result is in the top 38% for students in that cohort. The DOE will seek to strengthen Bread and Roses instructional programs for students that struggle academically upon entry into high school while also implementing new programs to improve credit accumulation for all students.

The chart below summarizes key performance data for Bread and Roses over the past three years:

<b>Bread &amp; Roses Integrated Arts High School</b>	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	C	D	D
Progress Report Progress Grade	D	D	F
Progress Report Performance Grade	B	D	C
Progress Report Environment Grade	B	D	F
Quality Review Score <sup>10</sup>	N/A	P	D
<b><i>Key Components of Performance and Progress</i></b>			
% 10+ Credit Accumulation in Year 1	59%	53%	66%
4 Year Graduation Rate	60%	56%	47%
6 Year Graduation Rate	54%	65%	70%
% Graduating with a Regents Diploma	46%	31%	34%
Attendance Rate	79%	76%	78%
<b><i>2010-2011 State Accountability Status<sup>11</sup></i></b>	<b>In Good Standing</b>		

<sup>8</sup> Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>9</sup> Graduation rate represents the City’s calculation of the four-year and six-year graduation rate on the Progress Reports.

<sup>10</sup> Not all schools receive a Quality Review each year.

### *Overview of Past Strategic Improvement Efforts at Bread and Roses*

For the past several years, the DOE has sought to support Bread and Roses in order to ensure that it was equipped to provide a quality education for its students.

#### **Leadership Support:**

- Provided extensive leadership training, coaching, and mentoring for the principal and assistant principals to help them set clear goals for the school, including designing plans to improve instruction, developing teachers, and aligning assessments with instruction.
- Trained leadership on implementing plans in support of citywide instructional initiatives, including implementing Common Core Learning Standards.
- Supported leadership in addressing the process of tenure and probation procedures, teacher effectiveness, and legal compliance.

#### **Instructional Support:**

- Facilitated training for teachers in developing lesson and curriculum plans aligned with citywide instructional initiatives, including in-depth sessions on writing in science and math classes and designing performance tasks based on Common Core Learning Standards.
- Provided workshops for teachers of special education students and ELL targeted to help them improve content-area instruction for these students and identify interventions and strategies to help them meet academic goals.

#### **Operational Support:**

- Supported teachers and staff in utilizing sophisticated data systems and analysis to tailor instruction and promote student progress.

#### **Student Support:**

- Coached counselors in providing extensive preparation for college and career to students, including assistance with completing FAFSA and other financial aid, college transition counseling, and career readiness programs and partnerships.
- Trained counselors and school leadership in implementing a new goal setting and monitoring model designed to help students stay on track to graduate from high school.
- Worked with parent coordinators and parent leaders to increase parents' participation in the school survey and incorporate their feedback in order to create a supportive school environment designed for student success.

The school also received additional supports from the Abyssinian Development Corporation, an EPO paired with the school as part of the Restart model. Abyssinian Development Corporation's supports are summarized in section III.A.

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<sup>11</sup> This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>

Even with these supports, however, the DOE has determined that Bread and Roses does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending Bread and Roses is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending Bread and Roses access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Bread and Roses community. On January 25, 2012, High School Superintendent Geri Taylor Brown met with Bread and Roses' School Leadership Team ("SLT"), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

## II. Proposed or Potential Use of Building

M136 has a target capacity of 1,319 students.<sup>12</sup> (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 1,118 total students,<sup>13</sup> yielding a utilization rate of 85%.<sup>14</sup> This means that the building is "underutilized" and has extra space to accommodate students.

If this proposal is approved, Bread and Roses will close after the 2011-2012 school year and New School will open in its place in September 2012. Seats in New School will be guaranteed for all students currently enrolled in Bread and Roses who do not graduate by June 2012. Mott Hall will continue to serve students in grades nine through twelve and KAPPA IV will continue to serve students in grades six through eight.

Over a two-year period, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	Grade Spans	
		2011-2012	2012-2013
05M685	Bread & Roses Integrated Arts High School	9-12	-
05M532	New School	-	9-12
05M302	KAPPA IV	6-8	6-8
05M304	Mott Hall High School	9-12	9-12

If this proposal is approved, New School will serve approximately 480-520 students in grades nine through twelve beginning in the 2012-2013 school year. This includes a guaranteed seat for the 421 students currently in grades nine through eleven at Bread and Roses, as well as an expectation of holdover students who need extra time to graduate. New School's projected enrollment approximates the current enrollment of Bread and Roses, which serves 501 students.

KAPPA IV is serving 192 students in 2011-2012 and Mott Hall is serving 425 students in 2011-2012. The

<sup>12</sup> 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book").

<sup>13</sup> 2011-2012 Audited Register.

<sup>14</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of the 2011 audited register. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

DOE projects that the enrollment of both schools will remain at or close to their current levels.<sup>15</sup>

If this proposal is approved, once Bread and Roses is closed and New School is opened, there will be approximately 1,050-1,160 students served in M136 in 2012-2013, yielding a projected utilization rate of 80-88%. Therefore, the building has adequate capacity to accommodate New School, Mott Hall and KAPPA IV after the closure of Bread and Roses.

Over a two-year period, the enrollments for each school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
05M685	Bread & Roses Integrated Arts High School	501	-
05M532	New School	-	480 - 520
05M302	KAPPA IV	192	170 - 200
05M304	Mott Hall High School	425	400 - 440
<b>Total Building Enrollment</b>		1,118	1,050 – 1,160
<b>Utilization</b>		85%	80% - 88%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The DOE anticipates that building M136 will still have excess space once Bread and Roses closes and New School opens. Any DOE proposal to site additional school organizations into this space will be described in a separate Educational Impact Statement, and be subject to PEP approval.

<sup>15</sup> Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

### III. Impact of the Proposal on Affected Students, Schools, and Community

#### A. Students

##### *Impact on Academic and Extracurricular Offerings and Partnerships at Bread and Roses and New School*

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at Bread and Roses. These structural and programmatic changes will be enabled and supported by New School's hiring process which will allow the DOE to put in place a process to hire screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending Bread and Roses access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending Bread and Roses, the DOE believes that the newly screened and hired staff will be among the most important changes at New School.

The DOE's intention in proposing the closure of Bread and Roses and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Bread and Roses with new staff and new programmatic elements in a new school.

Based on available resources and student needs, new elements planned for New School include but are not limited to: a compelling school mission focused on civic and academic success for all students, changes to the structure of the school day schedule, a new instructional model, and robust wraparound services to support the socio-emotional needs of students.

Bread and Roses currently offers iZone programming. Details are included below about this program, and its implementation in New School.

Bread and Roses currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations. In addition to traditional partnerships, as a Restart school, Bread and Roses was matched with an Education Partnership Organization ("EPO"), Abyssinian Development Corporation. More detailed information about this partnership and EPO is included below.

Bread and Roses also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs. As with all schools citywide, it is difficult to predict precisely how changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

##### New School Mission

Bread & Roses Integrated Arts High School attempted to use the arts as a medium for social justice and as a means to access student potential by encouraging self-expression. That vision did not anchor an academic program that led to adequate student engagement and achievement. In addition, the school did not sufficiently integrate the arts throughout all content areas to foster interdisciplinary experiences for students.

New School's mission will be to educate and develop responsible citizens who demonstrate leadership skills, excellence of character, scholastic achievement, knowledge, experiences with visual and performing

arts, and a commitment to community service. Unlike Bread and Roses, New School will have a different focus. Rather than focusing on the contributions of humanity to the arts, New School will focus on developing students who have civic awareness, are active contributors to the world around them, and are united towards transforming our neighborhoods.

Students will not only be taught how the arts have been a medium to create social consciousness in the Black community, but will be exposed to various types of arts and encouraged to think about how to create their own impact on the world around them.

Exposure to the arts and active community service projects will be mechanisms to broaden students' academic horizons and a means to prepare them to be responsible, creative citizens and life-long learners.

#### [Partnership with Abyssinian Development Corporation \(ADC\)](#)

In the summer 2011, as a condition of implementing the federal Restart model, Bread and Roses began a partnership with an EPO, Abyssinian Development Corporation ("ADC"). The partnership was created to strengthen a pre-existing relationship between Bread and Roses and ADC. Throughout the tenure of the partnership, ADC has worked closely with Bread and Roses leadership and staff to attempt to raise student achievement by supporting a rigorous and culturally relevant curriculum, improved teacher practice, meaningful professional development, effective community engagement, and college preparation.

At this time, New School is planning to continue its partnership with ADC. This will allow New School to build upon efforts started at Bread and Roses to create a productive environment in which students thrive academically, socially, and emotionally, and where leaders and staff develop empowering and enjoyable learning and work experiences to ensure the sustainability of success.

#### [Instructional Model and Curricula](#)

Under the Restart model, Bread and Roses had begun to implement a system of using formative assessment data to inform teaching and learning, through a Friday Checkpoint Assessment exercise and early warning detection system to identify and respond of students at risk of falling behind. Bread and Roses also began utilizing Read180 to institute a curriculum realignment process to the Common Core Learning Standards.

Drawing upon the nuanced information about student achievement that Bread and Roses had begun to collect through these systems, which allowed for an analysis of where Bread and Roses students were succeeding and struggling relative to standards, New School will implement a new core instructional program that will be different from the instructional program that Bread and Roses currently has in place.

New School plans to implement an innovative instructional cycle which ensures that instructional time targets new material as well as addresses deficits. The cycle will be comprised of four components: a) Planning, b) Teaching, c) Assessment, and d) Analysis.

New School's school year will be comprised of 5 of the above cycles, each of which will culminate in teacher-created cumulative assessments that will be aligned to New York State and Common Core Learning Standards, where students demonstrate mastery of the standards they have learned throughout the cycle and the year as whole.

This instructional framework will include differentiated instruction where teachers proactively plan varied approaches to what students need to learn, how they will learn it, and how they can express what they have learned. Teachers will connect the content to the school's underlying theme of community service and civic awareness. Students will continually be asked to reflect upon their roles as active citizens in their community and the power they possess as agents of change.

New School also plans to implement early identification and academic supports for all students during the regular school day, extended learning time, arts programs, and Saturday programs. New School will build

on and augment Bread and Roses' current advisory and academic intervention programs to include all students. Ten to fifteen students will be assigned to a staff member with scheduled meetings six to eight times per year. These students will develop academic and career and/or college goals along with a clear and concise Individual Learning Plan that will address academic needs, social-emotional supports and solutions utilizing an electronic portfolio (Skedula) to record the data.

Pending a needs assessment and student interest, New School also plans to offer opportunities for honors and AP classes through iLearnNYC (see below for description) which will expand learning opportunities for students by offering online courses for Advanced Placement, credit recovery, world languages, and other electives not currently offered at the school. New School would also like to form a new partnership with City College through the College Now program. Through this partnership students will be able to take college courses and earn credits toward college during high school.

Through developing more robust community partnerships, New School would like to engage in a school-wide community service project designed to provide students with real world opportunities to apply knowledge acquired in the classroom.

### [iZone Program](#)

Bread and Roses applied and was selected to participate in iLearnNYC for the 2012-2013 school year. If this proposal is approved, New School will participate in iLearnNYC in the same manner as planned for Bread and Roses. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in K-12, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school community. As an iZone school, Bread and Roses participates in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from 14 vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

If this proposal is approved, the program acceptance granted to Bread and Roses will be transferred to New School.

### [Supports for Students with Disabilities and English Language Learners](#)

New School will continue to offer English as a Second Language ("ESL") mandated services for ELL. It will also bring new services to ELL by strategically programming their schedule to allow for and support their acquisition of the English language through separate ESL classes, Rosetta Stone, Read 180, and inclusion into mainstream classes.

New School will continue to have Self-Contained special education ("SC") classes and Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive mandated services in accordance with their Individualized Education Programs ("IEPs"). An assessment will be made of the organization and staff's ability to determine whether New School has the capacity to offer Integrated Co-Teaching ("ICT") classes.

### School Schedule

Aside from offering a Freshman Academy with block scheduling for incoming ninth graders, the current school model does not allow for many avenues for all students to exhibit evidence of learning beyond the traditional classroom setting. While there are academic intervention services in place as a safety net to “catch” those students who are in need of the most academic assistance, those services are generally provided after school or during Super Saturday credit recovery or Regents Prep sessions. Courses at Bread & Roses are delivered in standard 45-minute periods and learning across subject areas is not sufficiently integrated.

To allow for academic and enrichment experiences that will enhance student learning around the theme of community service, New School will have a significantly different organizational plan.

Subject to the School-based Options (“SBO”) process described below, New School plans to extend the school day for all students. The extended day will include nine periods (currently tenth through twelfth graders have eight 45-minute periods), flexible teacher and student schedules based on student needs, and extended learning time opportunities through arts and community internships, block periods for designated subjects, and small learning communities.

New School will support students through academic remediation and the arts, as well as provide an opportunity for teachers to form meaningful relationships with students and to ensure their socio-emotional needs are met.

The SBO process allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools.

### Human Capital

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will be able to utilize the NYC Teaching Residency for School Turnaround, which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing.<sup>16</sup> Residents undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include Persistently Lowest Achieving schools) by providing them with tax-free grants for up to four consecutive years.

Strategies for supporting teachers at New School will include providing critical job-embedded professional development to address core teaching practices such as differentiation of instruction and assessment, small group instruction, and cooperative learning strategies. Each teacher will have at least 90 minutes a week dedicated to participating in professional learning communities, and at least 10 days of site-based training. In partnership with ADC, targeted professional development will continue to be provided to faculty and staff at Bread and Roses. This professional development will be based upon a rigorous observation module

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<sup>16</sup> <http://nycteachingresidency.ttrack.org/>

that may include expanding the current bi-weekly schedule for Professional Learning Community meetings, more frequent inter-visitations and learning walks, and strategies for more robust de-briefings and action planning resulting from the inter-visitation and learning walks. These changes will enable the administrative team to be constantly abreast of teacher needs, and enable a more collaborative and cohesive approach to school-wide improvement.

Based on available resources and needs assessments, New School will pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities such as utilizing a Talent Coach to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

### Socio-emotional Student Supports

Building upon existing structures that have begun to be implemented in partnership with ADC, New School will establish an array of new socio-emotional and academic supports for students that were not in place at Bread and Roses that will focus on a holistic approach to student support needs rather than focused solely on college preparation or advisement.

New School plans to put in place system-wide policies and procedures for universal screening for academic and behavioral risk indicators and make interventions available to all students who are not meeting expectations. To support positive outcomes identified through these systems, and pending available resources, New School plans to employ a school psychologist, social worker, home visit coordinator, and several guidance counselors in order to target students' social and emotional needs. These "in-house" supports will be complemented by new collaboration with community-based child and family services for students in need, in addition to the continued partnership with New York Presbyterian Hospital, that offers school-based health and mental services.

Building on the theme of civic awareness, New School will also establish an array of parent involvement options (parent contract, volunteer during school hours and extracurricular activities, workshops, family homework projects, movie nights, PTA, monitor school work, focus groups and help plan for the years following high school). Parents will be called upon to take an active part in the academic process and the community service projects undertaken by the school.

New School may also pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.<sup>17</sup> The free breakfast campaign is based on scientific research that links children's nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support student's attention, memory, and achievement.

New School may also pursue creating a School Wellness Council and explore opportunities to apply for grant funding through the Wellness Grant Program to support the work of the Council.<sup>18</sup> The council would be comprised of parents, students, business and community leaders, and school staff to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school's mission and theme of civic awareness and being active contributors to the world and in transforming our neighborhoods.

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<sup>17</sup> <http://www.opt-osfns.org/osfns/>

<sup>18</sup> <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

### Impact on Partnerships

In addition to the partnerships discussed above, according to the 2011-2012 High School Directory, Bread and Roses has partnerships with:<sup>19</sup>

- **Community-based Organizations (“CBO”):** Abyssinian Development Corporation, Catholic Charities, Urban Scholars
- **Hospital Outreach:** Harlem Hospital, Columbia Presbyterian Hospital
- **Higher Education Institutions:** Columbia University, City College of New York (CCNY)
- **Cultural/Arts Organizations:** Schomburg Center for Research in Black Culture, Creative Arts Initiative, Harlem Textiles, The Studio Museum of Harlem, The Kennedy Center, Apollo

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from Bread and Roses to New School.

### Impact on Sports and Extra-curricular Programming<sup>20</sup>

According to the High School Directory, Bread and Roses currently offers the following sports, extracurricular activities, and clubs:

Sports	Extra-Curricular Activities	Clubs
<ul style="list-style-type: none"> <li>• <u>PSAL Sports<sup>21</sup> – Boys</u> Basketball, JV Basketball</li> <li>• <u>PSAL Sports – Girls</u> Basketball, Softball,</li> <li>• <u>PSAL Sports – Co-ed</u> Golf</li> <li>• <u>School Sports</u> Intramural Sports: Flag Football, Indoor Track, Outdoor Track</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Peer Mediation</li> <li>• Expanded Learning</li> <li>• Debate Team</li> <li>• National Honor Society</li> <li>• Musical and Dramatic Theater Production</li> </ul>	<ul style="list-style-type: none"> <li>• Student Government</li> <li>• Yearbook</li> </ul>

If this proposal is approved, New School is expected to offer the same student athletics as Bread and Roses offers. The availability of the PSAL program for the schools in M136 is expected to remain the same despite the closure of Bread and Roses and opening of New School.

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Currently, all schools in M136 participate in the PSAL program. If this proposal is approved, the DOE

<sup>19</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

<sup>20</sup> Athletic and extracurricular offerings reflect those listed for Bread and Roses in the 2011-2012 Directory of High Schools.

<sup>21</sup> PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

anticipates that this same opportunity will exist for students across M136, including students attending New School. If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs as are now offered at Bread and Roses.

### *Impact on Enrollment Options for Current Bread and Roses Students*

Under this proposal, all current Bread and Roses students will have a guaranteed seat in New School. This includes all ninth-, tenth-, and eleventh-grade students, as well as any twelfth-grade students who do not graduate by June 2012.

All incoming ninth-graders who have applied to Bread and Roses and are matched to that school in the High School Admissions Process will be automatically enrolled in New School.

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Throughout the City, students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Bread and Roses who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. Current first-time ninth-grade students at Bread and Roses who have not yet taken part in this process but now wish to do so may submit an application during Round Two of the High School Admissions Process in March.

In March, such students may submit a Round Two application and rank their preferences for schools that have available seats for tenth grade. Round Two matches are made in April. If a student also received a match through Round One of the High School Admissions Process, a match received in Round Two will nullify the Round One match.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), including Bread and Roses, are eligible to apply for a transfer to another school through the DOE’s existing No Child Left Behind (“NCLB”) Public School Choice Process. More information about this process can be found at the DOE’s Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

### *Impact on Students with Disabilities and English Language Learners*

Bread and Roses currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their IEPs. As stated above, an assessment will be made of the organization and staff’s ability to determine whether New School has the capacity to offer ICT classes. Bread and Roses currently offers ESL services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, ELL students at New School will continue to receive mandated services.

Students with IEPs or who are ELLs who are currently enrolled in ninth grade for the first time may apply to a new school for tenth grade through the High School Admissions Process to the same extent as all other current ninth-graders.

### *Impact on Students Attending Other Schools in M136*

This proposal is not expected to impact admissions, academic, or extracurricular program offerings or partnerships at any of the other schools in M136. Programs will continue based on student interests,

available resources, and staff support for those programs. The proposed closure of Bread and Roses and proposed opening of New School will not impact the enrollment or admissions at other schools located in the M136 building.

### *Enrollment Impact for Future High School Students—High School Admissions Process*

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

**Round One:** All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

**Round Two:** All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open in September. Students will receive Round Two results at the end of April 2012.

For more information about the High School Admissions Process, please visit <http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Both Bread and Roses and Mott Hall admit students as part of the Citywide High School Admissions Process. This proposal will not affect the admissions criteria or processes for any organization in the building other than Bread and Roses.

Bread and Roses admits students through an educational option admissions method. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program.

New School will use the same educational option admissions method formerly used by Bread and Roses.

Mott Hall has a limited unscreened admissions method. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s).

High school admissions applications were due on December 2, 2011. If this proposal is approved by the PEP on April 26, 2012, and a student was matched to Bread and Roses, the student will instead be matched to New School.

Students who listed Bread and Roses on their high school admissions applications also currently have the opportunity to submit a new application during Round Two. Schools with available seats as well as some new high schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider in this round. If a student already received a match in Round One (whether to Bread and Roses or any other school), that match will be nullified if the student receives a Round Two match.

### *Enrollment Impact for Future Middle School Students—District 5 Middle School Choice Process*

KAPPA IV admits students through the Middle School Choice Process, through a screened admissions method. The screened criteria include: attendance at an Open House, a review of students' attendance, punctuality, grades, a student interview, and a teacher recommendation.

District 5 has full middle school choice, which means all middle schools in the district accept students through the District 5 Middle School Choice Process. Fifth-grade students who meet promotional standards and live within the district are eligible to apply. In the District 5 Middle School Choice Process, students rank their preferences from among the choice middle schools and programs. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- K-8 schools with an unscreened or limited unscreened application process that have available seats for middle school students (elementary students in these schools have the right to remain for middle school and receive priority, all other seats become available through this process); and
- 6-12 schools with an unscreened, limited unscreened, or screened application process.

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with IEPs are admitted and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible consistent with their needs. Therefore, placement for students with IEPs and ELLs is the same as described above.

### *Impact on Enrollment for Future High School Students – Over-the-Counter Placements*

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. As of the 2011-2012 Audited Register, Bread and Roses has a total of 159 new ninth-grade students. New ninth-grade students enter the school through two methods:

- High School Admissions Process
- “Over-the-counter” (“OTC”) placement

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>22</sup> or
- Did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, his/her home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.<sup>23</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared with 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 119.

While the DOE cannot predict the exact number of students who will apply to a particular high school

<sup>22</sup> As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>23</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth-grade students arrived at Bread and Roses through each admissions method:

	Over-The-Counter	High School Admissions Process
<b>9th Grade</b>	16	143

Additionally, Bread and Roses admitted 27 OTC students in grades ten through twelve as well:

	Over-The-Counter
<b>10th Grade</b>	13
<b>11th Grade</b>	9
<b>12th Grade</b>	5

Of the 143 ninth-grade students who were admitted through the High School Admissions Process, 21% are students with disabilities and 23% are ELL students. The 16 ninth-grade students who arrived over-the-counter included ten or fewer students with disabilities and/or ELL students.<sup>24</sup>

### B. Schools

In 2012-2013, once Bread and Roses has closed and New School has opened, there will be approximately 1,050-1,160 total students served in the building. The projected utilization for M136 at that point is approximately 80-88%. The estimated enrollment for all three organizations in M136 over a two-year period is shown in the tables below.

Bread and Roses	Total Enrollment
2011-12 (audited)	501
2012-13 (proj.)	-

New School	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	480 – 520

Mott Hall	Total Enrollment
2011-12 (audited)	425
2012-13 (proj.)	400 - 440

KAPPA IV	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	48	56	88	192
2012-13 (proj.)	75 - 85	45 - 55	50 - 60	170 - 200

If this proposal is approved, there will be sufficient space to accommodate New School, KAPPA IV and Mott Hall pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the New York

<sup>24</sup> The percentage of students with disabilities as a percentage of total OTC ninth-grade students at Bread and Roses has been withheld in order to avoid a possible violation of the Family Educational Rights and Privacy Act.

City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

As indicated above, the enrollments of all three schools in the building are expected to remain at or close to their current levels. Thus, the room allocations of all three schools in the building are expected to remain the same.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in M136 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

### *Building Safety and Security*

The DOE makes available the following supports to schools relating to safety and security:

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School," as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children's First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

### C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Bread and Roses to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close Bread and Roses and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, Bread and Roses needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in Bread and Roses by implementing the Restart model. However, based on the school's most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

The DOE believes that these interventions will give students the environment they need in order to succeed, while also minimizing disruption to the community by preserving the current use of the building in terms of the number of schools, types of schools, and grade levels served.

#### *Impact on High School Seat Capacity in Manhattan*

Manhattan seats eliminated by Bread and Roses' closure will be recovered by the opening of New School. As a result, the proposal to close Bread and Roses is not expected to yield a net loss of high school seats in building M136 or in Manhattan.

Specifically, in Manhattan:

- There will be 16,422 total seats available for new ninth-grade students in Manhattan high schools in 2012-2013.<sup>25</sup>
- In 2011-2012, there are only 15,685 new ninth-grade students enrolled in Manhattan high schools. Based on historical trends, the DOE anticipates new ninth-grade enrollment in 2012-2013 will approximate the current figure.
- Therefore, there is an excess, or surplus, of 737 seats for new ninth-grade students in Manhattan high schools.

Specifically, in the M136 building:

- Bread and Roses is currently serving 159 new ninth-grade students.
- The proposed opening of New School in building M136 is projected to create 139-179 ninth-grade seats.
- This means that the seats available to new ninth-grade students which will be eliminated by the closure of Bread and Roses will be recovered through the opening of New School.

In short, the proposal to close Bread and Roses is not expected to yield a net loss of seats in Manhattan or in building M136. There will continue to be an excess of seat capacity in Manhattan high schools.

<sup>25</sup> The 2012-2013 ninth grade seat availability figure is based on data from the Audited Register and includes both district and charter schools, and it accounts for all proposals approved by the PEP as well as proposals pending PEP approval (please visit: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>). This figure also accounts for phase-outs and replacements, grade expansions or truncations, and new schools. Current ninth-grade seat capacity is based on 2011-2012 ninth-grade seat targets for all district high schools (excluding District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits. Seats available for new ninth-grade students include capacity for students who have entered the school through either the HSAP or OTC process. This figure does not include holdover ninth-grade students who entered high school with an earlier cohort of ninth-grade students.

Bread and Roses is one of two high schools in Manhattan that are proposed to be closed and immediately replaced. Each of those schools is the subject of an EIS which can be found on the DOE’s Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

If these two proposals are approved, there will continue to be an excess in seat capacity in Manhattan high schools.

- These two schools are currently serving 403 total new ninth-grade students.
- The proposed opening of the two replacement high schools in Manhattan is projected to create 363-443 seats available to new ninth-grade students.
- This means that the seats in Manhattan high schools eliminated by the closure of these two schools will be recovered through the opening of the two corresponding replacement schools.

In short, these proposals are not expected to yield a net loss of high school seats in Manhattan. There will continue to be an excess of seat capacity in Manhattan high schools.

In addition, the DOE is also proposing to close and immediately replace one transfer high school in Manhattan, Harlem Renaissance High School. This school does not serve new ninth-graders, and so it has not been included in the calculations above. However, the replacement school is projected to serve 195-235 transfer high school students. Therefore, the closure and replacement of Harlem Renaissance High School is not expected to yield a net loss of high school seats in Manhattan or in building M136. Again, there will continue to be an excess of seat capacity in Manhattan high schools.

## IV. Enrollment, Admissions and School Performance Information

### *Bread and Roses*

#### Admissions Data

<b>Current Admissions</b>	9-12: High School Admissions Process; Admissions Method: Educational Option
<b>Admissions After Proposed Closure of Bread and Roses</b>	N/A

#### Enrollment Data

	<b>Total Enrollment</b>
2011-12 (audited)	501
2012-13 (proj.)	-

#### Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>26</sup>	14%
Percentage of Students with Individualized Education Plans <sup>27</sup>	25%
Percentage of English Language Learner Students <sup>28</sup>	18%
Percentage of Students Eligible for Free or Reduced Lunch <sup>29</sup>	75%

<sup>26</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register

<sup>27</sup> Students with Individualized Education Plan as percentage of total students from the 2011-2012 Audited Register

<sup>28</sup> English Language Learner students as percentage of total students from the 2011-2012 Audited Register

<sup>29</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

<b>Bread &amp; Roses Integrated Arts High School</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	D	D
Quality Review Score		P	D
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	59%	53%	66%
4 Year Graduation Rate	60%	56%	47%
6 Year Graduation Rate	54%	65%	70%
% Graduating with a Regents Diploma	46%	31%	34%
Attendance Rate	79%	76%	78%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

*Mott Hall*

Admissions Data

<b>Current Admissions</b>	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
<b>Admissions After Proposed Closure of Bread and Roses</b>	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data

	<b>Total Enrollment</b>
2011-12 (audited)	425
2012-13 (proj.)	400 - 440

Demographic Data

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Plans	17%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	85%

School Performance Data

<b>Mott Hall High School</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	B	B
Quality Review Score		P	
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	68%	89%	81%
4 Year Graduation Rate	74%	75%	73%
6 Year Graduation Rate	-	88%	81%
% Graduating with a Regents Diploma	71%	69%	62%
Attendance Rate	88%	89%	90%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

*KAPPA IV*

Admissions Data

<b>Current Admissions</b>	6-8: District 5 Middle School Choice Process; Admissions Method: Screened
<b>Admissions After Proposed Closure of Bread and Roses</b>	6-8: District 5 Middle School Choice Process; Admissions Method: Screened

Enrollment Data

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	48	56	88	192
2012-13 (proj.)	75 - 85	45 - 55	50 - 60	170 - 200

Demographic Data

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Plans	19%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	86%

School Performance Data

<b>KAPPA IV</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	A
Quality Review Score	UPF	P	
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	70%	34%	25%
Math % Proficient (Levels 3 and 4)	82%	48%	53%
<b>Other Key Performance Indicators</b>			
Attendance Rate	94.4%	93.4%	93.1%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

*New School*

Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions After Proposed Closure of Bread and Roses</b>	9-12: High School Admissions Process; Admissions Methods: Educational Option

Enrollment Data

	<b>Total Enrollment</b>
2011-12 (audited)	-
2012-13 (proj.)	480 - 520

### Demographic Data<sup>30</sup>

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Plans	25%
Percentage of English Language Learner Students	18%
Percentage of Students Eligible for Free or Reduced Lunch	75%

### School Performance Data

New School does not yet have enrollment. Therefore, there are no performance data for the school.

## V. Initial Costs and Savings

If this proposal is approved, once the closure of Bread and Roses and the opening of New School are implemented, the DOE will cease to allocate funds to Bread and Roses and will allocate funds instead to New School.

New School will be provided with a fixed per-school allocation of \$15,000 during its first year. All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding.

Estimated FSF for New School in its first year is \$2,398,258-\$2,566,557. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

This proposal is not expected to impose any costs on the other schools located in the building.

As discussed above, at the beginning of this school year, Bread and Roses was receiving supplemental federal SIG funding to support implementation of the federal Restart model. The school was to have received \$850,510 in Restart money this school year. While the school otherwise complied with the requirements of the model, its eligibility for Restart funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Bread and Roses. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, Bread and Roses is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%<sup>31</sup> of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding under the Turnaround model. Moreover, because the portions of the Restart and Transformation models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Restart model in

<sup>30</sup> Demographic data include for New School is anticipated based on the current student population at Angelo Patri MS, but actual demographic data may differ.

<sup>31</sup> Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

the event the DOE and UFT reach an agreement on teacher evaluations. Thus, under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Restart model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances to receive SIG funding.

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to Bread and Roses for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant, in an amount of up to \$850,510. However, the DOE plans to proceed with this proposal whether or not either Bread and Roses or New School becomes eligible for SIG funding under either the Restart or Turnaround models.

Current Bread and Roses teachers who are not hired at New School will remain in excess.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

This proposal is not expected to impose any costs on or affect the funding of co-located schools.

## VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

### A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Bread and Roses will be excessed at the end of the 2011-2012 school year.<sup>32</sup>

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from Bread and Roses apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Bread and Roses who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current Bread and Roses teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current Bread and Roses teachers who are not hired at New School will remain in excess.

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<sup>32</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve (“ATR”) pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

As part of the Restart model this year, Bread and Roses had funding to hire Master and Turnaround teachers.<sup>33</sup> These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

If approved, this proposal will not impact the personnel needs of the other existing organizations in the building.

## **B. Cost of Instruction**

Funding will be provided in accordance with enrollment levels, allowing New School to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Bread and Roses, Mott Hall, and KAPPA IV are determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for high schools is \$4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School, Mott Hall and KAPPA IV may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Bread and Roses, Mott Hall and KAPPA IV are currently eligible for Title I funding. Since Mott Hall and KAPPA IV’s enrollment is expected to be unchanged by this proposal, the DOE anticipates that the schools will receive

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<sup>33</sup> Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers—a teacher led professional development process.

approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as Bread and Roses, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Bread and Roses does, if this proposal is approved. Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

If approved, this proposal will not impact the costs of instruction of the other existing organizations in the M136 building.

### **C. Administration**

All school supervisor and/or administrator positions assigned to Bread and Roses will be excessed when the school is closed, if this proposal is approved. Again, all excessing will take place in accordance with existing labor contracts.

Administrative positions at New School will be filled pursuant to the process set forth in Chancellor's Regulation C-30. That process could result in New School having a different principal or assistant principals than Bread and Roses.

If approved, this proposal will not impact the administration of the other organizations in the M136 building.

### **D. Transportation**

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at any of the school organizations in the M136 building as a result of this proposal.

### **E. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the M136 building.

## VII. Building Information

<b>Building</b>		M136
<b>Type of Building</b>		Junior High-Intermediate-Middle
<b>Year Built</b>		1925
<b>Overall BCAS rating</b>		2.58
<b>2010-2011 Target Building Utilization</b>		85%
<b>2010-2011 Target Building Capacity</b>		1319
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$10,445
	<b>Materials</b>	\$14,509
	<b>Maintenance and repair contracts</b>	\$43,333
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials</b>	\$8,112
	<b>Custodial operations costs—Custodial Allocation</b>	\$288,213
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$105,727
	<b>Gas</b>	\$77,960
	<b>Oil</b>	\$0
<b>Projects completed during the current or prior school year</b>		Exterior Masonry/Roofs/Parapets/ Security Lights
<b>Projects proposed in the capital plan</b>		Exterior Masonry/Roofs/Parapets/Security Lights
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office & Science Labs

Appendix

Interest Area: Humanities and Interdisciplinary

DBN	Boro	School Name	Address	2011-12 Enrollment	2010-11 Org Capacity	2011-12 Org Util	2010-2011 Progress Report Grade	% SE	% ELL	Program Name	Admissions Method
01M292	Manhattan	Henry Street School for International Studies	220 HENRY STREET	415	705	59%	C	17%	23%	International Studies	Limited Unscreened
01M450	Manhattan	East Side Community School	420 EAST 12 STREET	587	744	79%	A	18%	5%	East Side Community	Screened
01M509	Manhattan	Marta Valle High School	145 STANTON STREET	362	539	67%	C	18%	12%	Marta Valle High School	Ed Option
01M696	Manhattan	Bard High School Early College	525 EAST HOUSTON STREET	617	841	73%	B	0%	0%	Early College	Screened
02M047	Manhattan	47 The American Sign Language and English Secondary School	223 EAST 23 STREET	171	302	57%	C	23%	8%	English/American Sign Language Dual Language Environment	Screened
02M294	Manhattan	Essex Street Academy	350 GRAND STREET	340	492	69%	B	13%	4%	Essex Street Academy	Limited Unscreened
02M298	Manhattan	Pace High School	100 HESTER STREET	414	518	80%	A	12%	2%	PACE High School	Limited Unscreened
02M303	Manhattan	Facing History School, The	525 WEST 50TH STREET	446	444	100%	B	20%	21%	The Facing History School	Limited Unscreened
02M376	Manhattan	NYC iSchool	131 AVENUE OF THE AMERICAS	433	247	175%	N/A	4%	0%	NYCiSCHOOL	Screened
02M399	Manhattan	THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY	40 IRVING PLACE	239	274	87%	N/A	13%	29%	High School for Language and Diplomacy	Limited Unscreened
02M400	Manhattan	High School for Environmental Studies	448 WEST 56 STREET	1361	1044	130%	B	8%	7%	Environmental Studies	Ed Option
02M407	Manhattan	Institute for Collaborative Education	345 EAST 15TH STREET	488	357	137%	A	0%	0%	Institute for Collaborative Education for New Students	Screened
02M411	Manhattan	Baruch College Campus High School	55 EAST 25 STREET	432	494	87%	A	0%	2%	Baruch College	Screened
02M412	Manhattan	N.Y.C. Lab School for Collaborative Studies	333 WEST 17 STREET	579	552	105%	A	13%	2%	College Prep	Screened
02M413	Manhattan	School of the Future High School	127 EAST 22 STREET	670	799	84%	B	3%	2%	School of the Future	Screened
02M414	Manhattan	N.Y.C. Museum School	333 WEST 17 STREET	436	488	89%	A	5%	0%	NYC Museum School	Screened

Appendix

Interest Area: Humanities and Interdisciplinary

02M416	Manhattan	Eleanor Roosevelt High School	411 EAST 76 STREET	507	620	82%	A	0%	0%	Eleanor Roosevelt High School	Screened
02M418	Manhattan	Millennium High School	75 BROAD STREET	625	525	119%	A	5%	0%	Millennium High School	Screened
02M419	Manhattan	Landmark High School	351 WEST 18 STREET	387	588	66%	D	14%	17%	Landmark High School	Ed Option
02M422	Manhattan	Quest to Learn	351 WEST 18 STREET	230	199	116%	N/A	8%	2%	Quest to Learn	Limited Unscreened
02M425	Manhattan	Leadership and Public Service High School	90 TRINITY PLACE	600	745	81%	C	13%	6%	Leadership and Public Service	Ed Option
02M427	Manhattan	MANHATTAN ACADEMY FOR ARTS & LANGUAGE	111 EAST 33 STREET	172	131	131%	N/A	4%	88%	Manhattan Academy for Arts & Language	Screened: Language
02M432	Manhattan	MURRAY HILL ACADEMY	111 EAST 33 STREET	213	311	68%	N/A	20%	8%	Murray Hill Academy	Limited Unscreened
02M437	Manhattan	HUDSON HIGH SCHOOL OF LEARNING TECHNOLOGIES	351 WEST 18 STREET	226	149	152%	N/A	10%	9%	Hudson High School of Learning Technologies	Limited Unscreened
02M438	Manhattan	INTERNATIONAL HIGH SCHOOL AT UNION SQUARE	40 IRVING PLACE	175	148	118%	N/A	0%	97%	International High School at Union Square	Screened: Language
02M439	Manhattan	Manhattan Village Academy	43 WEST 22 STREET	429	499	86%	A	6%	4%	Manhattan Village Academy	Screened
02M449	Manhattan	Vanguard High School	317 EAST 67 STREET	431	534	81%	B	14%	6%	College Preparatory	Ed Option
02M459	Manhattan	Manhattan International High School	317 EAST 67 STREET	319	423	75%	B	0%	79%	Humanities and Interdisciplinary	Screened: Language
02M500	Manhattan	Unity Center for Urban Technologies	111 EAST 33 STREET	219	165	133%	A	21%	17%	Unity Center for Urban Technologies	Ed Option
02M529	Manhattan	Jacqueline Kennedy Onassis High School	120 WEST 46 STREET	713	535	133%	C	9%	10%	International Marketing, Computer Applications, Foreign Trade and Virtual Enterprise	Ed Option
02M545	Manhattan	High School for Dual Language and Asian Studies	350 GRAND STREET	352	463	76%	A	0%	38%	High School for Dual Language and Asian Studies	Screened: Language & Academics

Appendix

Interest Area: Humanities and Interdisciplinary

02M580	Manhattan	Richard R. Green High School of Teaching	26 BROADWAY	599	625	96%	C	15%	7%	Liberal Arts Academy	Ed Option
02M605	Manhattan	Humanities Preparatory Academy	351 WEST 18 STREET	190	231	82%	N/A	2%	1%	Humanities Preparatory Academy	Screened
03M299	Manhattan	High School for Arts, Imagination and Inquiry	122 AMSTERDAM AVENUE	412	376	110%	C	13%	15%	High School for Arts, Imagination and Inquiry	Limited Unscreened
03M403	Manhattan	THE GLOBAL LEARNING COLLABORATIVE	145 WEST 84 STREET	350	278	126%	N/A	14%	20%	The Global Learning Collaborative	Limited Unscreened
03M417	Manhattan	FRANK McCOURT HIGH SCHOOL	145 WEST 84 STREET	219	177	124%	N/A	6%	1%	Frank McCourt High School	Screened
03M479	Manhattan	Beacon High School	227-243 WEST 61ST STREET	1161	809	144%	A	1%	0%	The Beacon School	Screened
03M860	Manhattan	Frederick Douglass Academy II Secondary School	215 WEST 114 STREET	403	597	68%	C	13%	6%	Frederick Douglass Academy II for New Students	Ed Option
04M409	Manhattan	Coalition School for Social Change	2351 1ST AVENUE	339	554	61%	C	17%	10%	Coalition School for Social Change	Ed Option
04M495	Manhattan	Park East High School	230-34 EAST 105 STREET	347	338	103%	A	13%	4%	Park East High School	Screened
04M555	Manhattan	Central Park East High School	1573 MADISON AVENUE	444	584	76%	A	11%	4%	Central Park East	Screened
04M610	Manhattan	Young Women's Leadership School	105 EAST 106 STREET	448	525	85%	A	0%	2%	Young Women's Leadership School	Screened
05M367	Manhattan	Academy for Social Action: A College Board School	509 WEST 129 STREET	415	327	127%	C	15%	10%	Academy for Social Action: A College Board School	Limited Unscreened
05M499	Manhattan	Frederick Douglass Academy	2581 7TH AVENUE	1548	1713	90%	C	6%	2%	Frederick Douglass Academy	Screened
05M670	Manhattan	Thurgood Marshall Academy for Learning and Social Change	200-214 WEST 135TH STREET	576	683	84%	A	8%	1%	International Baccalaureate Middle Years Program	Screened
06M293	Manhattan	City College Academy of the Arts	4600 BROADWAY	586	530	111%	N/A	10%	6%	City College Academy of the Arts	Screened

Appendix

Interest Area: Humanities and Interdisciplinary

06M346	Manhattan	Community Health Academy of the Heights	512 W 182ND ST	519	492	105%	N/A	6%	30%	Community Health Academy of the Heights	Limited Unscreened
06M348	Manhattan	Washington Heights Expeditionary Learning School	511 WEST 182ND STREET	598	529	113%	N/A	12%	20%	Washington Heights Expeditionary Learning School	Limited Unscreened
06M423	Manhattan	High School for Excellence and Innovation	650 ACADEMY STREET	169	237	71%	N/A	22%	20%	High School for Excellence and Innovation	Limited Unscreened
06M462	Manhattan	High School for International Business and Finance	549 AUDUBON AVENUE	621	589	105%	C	8%	43%	International Business	Ed Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 WEST 135 STREET	1266	1437	88%	C	3%	2%	Academic Professions	Ed Option
06M540	Manhattan	A. Philip Randolph Campus High School	443 WEST 135 STREET	1266	1437	88%	C	3%	2%	Humanities Program	Screened

Appendix

Interest Area: Humanities and Interdisciplinary

<b>Sources:</b>	
2011-12 Enrollment	2011-12 Audited Register.
2010-11 Organization Capacity (Org Capacity)	School Capacity in 2010-2011 from the School Utilization Report ("Blue Book").
2011-12 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the audited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2011-12 Audited Register. This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2011-12 Audited register.
Progress Report	2010-2011 Progress Report Grade.
2011 Seat Target	Program Seat Target for September 2011.
2011 Applicants	Program Applicants for September 2011.
Admissions	Process by which students are admitted to the school.