



**BREAD AND ROSES HS
05M685**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL:	05 M 685
ADDRESS:	6 EDGECOMBE AVENUE
TELEPHONE:	212.926.4152
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 05m685 **SCHOOL NAME:** Bread and Roses HS

SCHOOL ADDRESS: 6 Edgecombe Avenue

SCHOOL TELEPHONE: 212.926.4152 **FAX:** 212. 926.4317

SCHOOL CONTACT PERSON: Larry Wilson **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joshua Bazan

PRINCIPAL: Larry Wilson

UFT CHAPTER LEADER: Asiya Abdul-Mani

PARENTS' ASSOCIATION PRESIDENT: Cassandra Stone

STUDENT REPRESENTATIVE:
(Required for high schools) Lisabeth Santon, Ellison James

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 05 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Larry Wilson	*Principal or Designee	
Asiyah Abdul-mani	*UFT Chapter Chairperson or Designee	
Cassandra Stone	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tracey Williams	DC 37 Representative, if applicable	
Lisabeth Santos Ellison James	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joshua Bazan	Member/ Teacher SLT Chairperson	
PA Secretary	Member/ Parent Association Executive Board member	
Ramona Stevens	Member/ Parent Association Executive Board member	
Abdurrahim Ali	Member/ School administrator	
Kairis Cox	Member/ School administrator	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our school name, Bread and Roses, was inspired by a song of protest written by James Oppenheim. Penned in 1912, the song was created for and sung by workers involved in the Lawrence Mill, Massachusetts strikes. The lyrics of the song encapsulated the workers' beliefs that all people have an inherent right to life's basic necessities like food, money, and shelter (bread) and they also need a chance to appreciate beauty and be creative (roses).

Bread and Roses High School is located in central Harlem, New York. As a secondary school with grades 9-12 the school serves a population of just over 500 students from culturally diverse backgrounds. Our students hail from New York communities which are home to many new immigrants from the Dominican Republic, Central America, the Caribbean, and West Africa. In addition to those communities our students represent the historically African-American and Latin communities of west, east and central Harlem. Bread and Roses is housed inside the elegant and stately I.S. 136 building along with Mott Hall High School and KAPPA IV. Our combined student population is roughly 1200 students.

Bread and Roses was founded in collaboration with the community-based organization ACORN in 1997 as a "*New Visions*" school. The instructional program was designed to prepare students for Portfolio-based assessment in lieu of the Regents examinations. The founding vision of the school focused on the themes of organizing for social change, social justice and the arts. To date, Bread and Roses has graduated nine senior cohorts 2001 to 2009.

We aspire to maintain this small community of learners in order to encourage students, teachers, administrators, parents and community organizations to work collaboratively to ensure academic rigor and professionalism. According to the latest available data 48.3% of our students, are Black and 47.7 % are Hispanic 2% are white and 2% are Asian. Approximately 18% of our students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, instruction in self-contained classes and related services such as speech and counseling. Nearly 15% of our students are English Language Learners (ELLs) with Spanish as the dominant language among them. Males account for 52% percent of the students enrolled and females account for 48%. The school receives Title 1 Funding with 62% eligibility. We are committed to the ideals of social change and social justice.

Bread and Roses has developed multi-faceted, comprehensive Pathways to Colleges programs that emphasize academic preparation for higher learning. Our Pathways to Colleges programs provide for two annual college fairs attended by more than 30 institutions of higher learning, degree and certificate bearing programs and other post-high school agencies and programs including representatives of the

United States armed forces. There is also an annual Careers Fair. The Pathways to Colleges programs collaborate with Kaplan Educational Services, Catholic Charities and ACORN to provide SAT tutorials, New England College Tours, Pennsylvania Colleges Tours, New York State Colleges Tours, Historically Black Colleges Tours, and local college tours. Other services include workshops with the NY State Attorney General Office, collaborations with College Now -- City College, Columbia University, Barnard College, and Financial Aid workshops for parents and families.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Bread & Roses Integrated Arts High School							
District:	5	DBN:	05M685	School BEDS Code:	310500011685			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8	√	12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		82.1	78.7	79.2	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		94.0	92.1	89.4	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		76.3	61.0	62.6	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	1		9	2	22	
Grade 9	256	241	235	Recent Immigrants - Total Number:				
Grade 10	163	145	123	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	43	108	63		25	7	12	
Grade 12	61	44	101	Special Education Enrollment:				
Ungraded	4	6	3	(As of October 31)	2006-07	2007-08	2008-09	
Total	527	544	526					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	48	41	44	Principal Suspensions	2	4	1	
# in Collaborative Team Teaching (CTT) Classes	0	0	2	Superintendent Suspensions	19	11	9	
Number all others	54	67	57	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	5	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	74	63	67	Number of Teachers	33	40	39	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	8	2	Number of Administrators and Other Professionals	7	12	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	40	47	48	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	36.4	60.0	66.7
				% more than 5 years teaching anywhere	51.5	60.0	56.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		79.0	80.0	79.0
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.2	78.8	74.2
Black or African American	50.3	50.6	50.8				
Hispanic or Latino	48.2	48.4	48.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.4				
White	0.8	0.4	0.4				
Male	49.7	52.4	47.9				
Female	50.3	47.6	52.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		SINI 1	
Math:				Math:			
Science:				Graduation Rate:		SINI 1	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√		X
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	4	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		NR			
Overall Score:	51.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Bread and Roses has earned the designation "Well-Developed" B school for school years 2007-2008 and 2008-2009. Although the school earned a B on its Progress Report for both years the school's overall performance ranked in the 47.6 percentile for 2007-8 and in the 22.0 percentile for 2008-2009. According to the Progress Reports for those years the school experienced losses in both the Student Progress and Student Performance metrics. The school did however meet 100% of its target for the City Progress Reports. The current Progress Report 2009-2010 indicates that while the school did improve in its overall performance (tk%), there was an increase in the number of students who earned 10+ credits in their first year, and a significant increase of first year students in the lowest third who earned 10 or more credits. (from 25% to 46.2%). There was a significant decrease in the number of students who earned 10+ credits in their third year. The school earned a grade of C.

Further analysis of the school's performance and achievement metrics on the Progress Report indicates that the school did improve its 4 year graduation rate (from 43.6% to 51.3% to 59.4%). In addition the school's Regents Exams pass rates improved in ELA, Science and Global History.

Bread and Roses had been listed as School In Need of Improvement Year 1 (SINI Year1) owing to its failure to make AYP in ELA for 0 of 4 AYP Indicators in 2006-2007 (All students, Black, Hispanics, Economically Disadvantaged) and AYP in graduation for Hispanics and Economically disadvantaged students. In 2007-2008 the school did meet AYP in 4 of 4 categories for ELA. However the school did not make AYP in Graduation rate that year. Now, the 2008-2009 New York State Report Card indicates that the school did meet or exceed AYP in 4 of 4 categories for both ELA and Mathematics for a second consecutive year. Sadly, the school met graduation AYP for all students and Hispanic students but not for African-American students. Thus the school is now SINI Year 1 for that reason.

The school's data as indicated by the most recent NYS School Report Cards: Accountability and Overview Report and the Comprehensive Information Report; would indicate that:

Accountability Analysis

- The school participation rate for ELA testing was 98%.
- Student performance for 2003 cohort on ELA Regents exams indicated the following student performance indices:

- Increase in percentage of students scoring 55 and up on all regents examinations from SY 05-06 to SY 06-07.
- Increase in percentage of students scoring 65 and up on all regents examinations from SY 05-06 to SY 06-07.
- In SY 05-06 a decrease from previous year of students scoring at or above 55 in all regents examinations.
- Between SY 05-06 and SY 06-07 sixty more students took the ELA regents with a resultant twenty percent increase in students scoring 55 and up.
- Between SY 05-06 and SY 06-07 60 more students took the ELA regents with a resultant sixteen percent increase in student scoring 65 and up.
- Between SY 05-06 and SY 06-07 thirteen less students took the Mathematics regents with a result of fourteen percent increase in students scoring 55 and up.
- Between SY 05-06 and SY 06-07 thirteen less students took the Mathematics A regents with a result of fourteen percent increase in students scoring 65 and up.
- Student performance on RCTs did evidence significant improvement in all categories for SY 2006-2007.
- There appears to be incremental improvement for LEP students moving from beginning to intermediate, to proficient.

2008-2009

Last school year Bread and Roses engaged in three teacher inquiry-team studies to explore patterns and trends in student performances and achievement. These patterns and trends were highlighted in the school's last SQR (2007-2008) and SINI SQR (2008-2009) reports.

ELL Study Group – The objective of the group is to examine teaching and learning (curricula, instructional pedagogy, assessments, teacher professional development) at Bread and Roses and its relevancy to the challenges and issues facing limited English Proficient Students.

Grading Study Group – The objective of the group was to examine the school's grading policies and to work to form a cohesive school wide grading policy that is fair and equitable. The school has a No D Policy (A, B, C, and F) in ELA and is interested in moving the policy school wide.

Data Study Group -- The objective of the group was to explore ways of looking at and presenting the school's data in order to serve the needs of teachers, students, families and administrators.

IMPLICATIONS:

Given that the school's performance indices for two years were so close to AMO and/or Safe Harbor targets on several performance indices the school worked to ensure that it views and analyzes students' performance data and the cohort in the same manner as the state. In addition the school developed the habit and practice of disaggregating the data by accountability groups. This was mentioned as next steps for the school in its NYC School Quality Report. These practices produced measurable results SY 2008-2009. They will continue.

As a result of student performance indices closeness to AMO and/or Safe harbor the school explored ways to enhance student performance by sharing the disaggregated data with staff to ways to use that data to inform professional development, differentiation of instruction, planning and assessment for students, and to set goals.

The school has to continue to pay especial attention to the performance of its students on Global and Science Regents as this will significantly impact the number of students who are eligible to receive Regents Diplomas. To its credit the school saw a 14% increase in the number of students who received NYS Regents diplomas SY 2007-2008 and a 110% increase in NYS Regents diplomas 2008-2009. The school also granted its first three Advanced regents diplomas last school year.

The most significant aids to the school's continuous improvement has been the school's highly self-reflective practices which involve using data to set interim and long term goals for students, faculty and staff. The administrative team, professional development team and faculty have great capacity and willingness to learn. The school's desire to become better is strong. Faculty and staff are developing as a community of learners. The school has a culture of high expectations. The school has a small but strong and supportive parent base.

The most significant barriers to the school's continuous improvement for the current school year are a lack of parent participation and low student attendance.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- Goal 1** Improve student performance and achievement
- Goal 2** NYS AMO/Graduation Targets
- Goal 3** Improve the school's average daily attendance rate.
- Goal 4** Increase parent participation

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Improve Student performance and achievement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve by 15% the number of students in the L Cohort who earn 10+ credits 2009-2010 SY. Improve by 15% the number of students in the M Cohort who earn 10+ credits 2009-2010 SY. Improve by 15 % the number of students in the N Cohort who earn 10+ credits 2009-2010 SY.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Extend the analysis of data to monitor performance and progress of student by accountability groups, i.e. males, females, African-American, Spanish, LEP, Students with Disabilities, Low Socio-economic status, All students The school needs to align analysis of it's data with the NYSED, NYCDOE accountability groups The following innovations will be implemented:</p> <ul style="list-style-type: none"> • Reconfiguration of all data (i.e. Regents Exam performance, attendance, credit accrual, report card grades, attendance, graduation rate, cohort performance; PM/Saturday school performance) to include disaggregation by accountability groups. • Using the data to inform and differentiate instruction and teacher professional development. • Matching interventions to students based on the need as per the data. • Sharing that data with inquiry teams, coaches, teachers and parents. • nySTART, ARIS and HSST, ATS reports <p>Student-centered interventions:</p> <ul style="list-style-type: none"> ▪ Attendance Recovery ▪ Credit Recovery Opportunities during the school day ▪ After school and Saturday programs ▪ Reduced class sizes ▪ Pathways to Colleges Programs including SAT prep classes ▪ Portfolio Assessment classes

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>In addition to regularly scheduled department meetings and professional development sessions by department the school has applied for release days for professional development. The menu of options for the professional development release half days include: data analysis ARIS, nySTART reports, differentiation of instruction. TL Fair Student Funding -- per session funding Title I SWP – small classes; after school; Saturday school TL DRA Stabilization funds; small class sizes Title I SINI Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student Performance on January 2010 regents exams • Percentage of students in each cohort and accountability group earning 10+ credits at the end of semester 1. • The development of a data binder to include data charts showing accountability subgroups Semester 1 by January 2010 • Teachers will be provided a template to organize their data, progress reports and grade books by accountability subgroups. November 2009 • Teachers will receive professional development to use ARIS to track student performance. December 2009 – May 2010 • For their instructional reviews teachers will be provided professional development on how to disaggregate their data. Sept. 2009 – June 2010 <p>Classroom instruction should begin evidence differentiation of instruction based on the disaggregated data. <i>Projected gains:</i> Student performance and progress will improve in each of cohorts as indicated above.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Participation

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p>The school will work to increase parent participation at parent/family events, i.e. Parent Association meetings, parent workshops and informational sessions, Parent-Teacher conferences</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- ATS RDAL Report will be viewed daily by key staff to ensure that the attendance of all students in building has been captured.
- Attendance data will be disaggregated by:
 - NYS accountability groups
 - Cohort
 - Gender
 - Ethnicity
 - Percentiles

We will collaborate with existing NYCDOE resources to diagnose the causative factors of the school's historically low daily attendance figures.

The attendance team comprised of the AP Guidance, Guidance Counselors, Pupil Accounting Secretary, Mediation Team (Dean's Office) will meet once each week to:

- Review and revise the school's attendance plan (initial sessions)
- Discuss LTA (Long Term Absentee) Students
- Plan and implement rewards and incentives programs

Other interventions include:

- Increased home visits
- Using the phone messenger system in the morning to phone the homes of late arriving students and again in the evenings to phone the homes of absent students.
- Presenting the issue to the School Leadership Team
- Increased daily outreach by Parent Coordinator to families of students at-risk of falling below 75% average daily attendance rate.
- Rewards and incentives programs

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Tax Levy
Title 1 SWP

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	ATS reports: <ul style="list-style-type: none"> • Daily • Weekly • Monthly
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Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Meet NYS AMO/Graduation Rate

Subject/Area (where relevant): Targets

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	The 2009-2010 Graduation rate will meet the progress targets set for the school by NYSED.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The school should view its cohort as the state does by using nySTART reports and ATS reports by November 2009. (Data Specialist and Principal). Thus the process of understanding and cleaning the cohort can begin much earlier. In addition this will allow the school to calculate its AYP towards the start of the school year and subsequently to work towards fulfilling graduation requirements and AMO targets.</p> <p>Targeted interventions for students to aid progress toward obtaining a high school diploma include (but not limited to):</p> <ul style="list-style-type: none"> • Attendance Recovery • Portfolio-based assessments • Credit Recovery Opportunities • Sat Prep Classes • Pathways to Colleges Programs • Reduced Class sizes • Increased Opportunities for academic counseling

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school has applied for release days for professional development. The menu of options for the professional development release half days include: data analysis ARIS, nySTART reports, differentiation of instruction. TL Fair Student Funding -- Study groups Data Specialist – TL FSF Title III Title I SWP Title I SINI</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mid year self-assessments – February 2010 Marking period self assessments ATS Reports: Daily; Weekly; Monthly</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	142	142			142			
10	130	10				10	25	1
11	128	90	40	40	67	20	40	
12	107	30	30	25	55	10	30	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Reduced Class sizes/ Double block of Instruction – All entering freshmen are programmed for a double block of reduced sized classes. ELA Regents Prep classes – all 12th grade students with a score of less than 65 on the ELA Regents exam are scheduled for an extra class of ELA prep after school. Credit Recovery – all 10th, 11th and 12th grade students who have failed any ELA class are programmed during the school day, after school and on weekends for credit recovery classes. Grading Policy. Students are graded A, B, C, F. Work deemed not proficient is returned to students for rewrites until the work is deemed proficient as per NYS standards in ELA</p>
<p>Mathematics:</p>	<p>Reduced Class sizes/ Double block of Instruction – All entering freshmen are programmed for a double block of reduced sized classes. Math Regents Prep classes – all 12th grade students with a score of less than 65 on the ELA Regents exam are scheduled for an extra class of ELA prep. Credit Recovery – all 10th, 11th and 12th grade students who have failed any ELA class are programmed after school and on weekends for credit recovery classes.</p>
<p>Science:</p>	<p>Science Regents prep classes – All 12th grade students with a score of less than 65 on a Science regents exams are scheduled for an extra class of Science prep. Credit Recovery – all 10th, 11th and 12th grade students who have failed any Science class are programmed after school and on weekends for credit recovery classes.</p>
<p>Social Studies:</p>	<p>History Regents Classes – All 12th grade students with a score of less than 65 on the Global History and/or US History Regents exams are scheduled for an extra class of history prep. Credit Recovery – all 10th, 11th and 12th grade students who have failed any History class are programmed after school and on weekends for credit recovery classes.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Report Card Conferences; All 10th and 11th grade students receive individual report card conference with a counselor to review their first marking period report card and set goals. The conferences are also used as opportunity to explain transcripts (how to read a transcripts and how grades are generated from the report card to the transcript) to first year students. Class room presentations: The guidance counselors visit classrooms of all entering students to review high school credit structure. Academic Probation: At-risk students (those without requisite credit accrual and progress leading towards on-time graduation) are placed on the academic probation list and receive counseling and advisement (with their parent).</p>

At-risk Services Provided by the School Psychologist:	Individual and family counseling Pupil Personnel Committee
At-risk Services Provided by the Social Worker:	Individual and small group counseling Pupil Personnel Committee
At-risk Health-related Services:	Occupational Therapy: Students mandated for services receive occupational and physical therapy. SAPIS Counseling: The SAPIS counselor works with at-risk students, individually and in groups on issues of substance abuse, prevention and intervention, attendance and pregnancy prevention

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Bread and Roses High School

Larry Wilson, *Principal*

Kairis Cox, *Supervision* Abdur Rahim Ali, *Security and Operations* Marcellus Stovall, *Guidance*

2009-10 LANGUAGE ALLOCATION POLICY

Demographics of LEP Population:

The school has a total of 75 LEP Students

Grade 9	41
Grade 10	19
Grade 11	6
Grade 12	9

Language Allocation Policy:

Bread and Roses HS offers Free-Standing ESL only classes to LEP students. ESL instruction is provided as per the recommended guidelines for hours of English instruction – 540, 360, 180 minutes per week. Students are programmed according to their performance on LAB-R and NYSESLAT exams. The program is designed to enhance English language acquisition as measured by the NYSESLAT and ELA Regents exams. The language of instruction is 100% English. The school offers beginning, intermediate and advanced of ESL classes ranging in level from L1 to L8. The average class size for ESL classes is reduced to 10. Students are identified as ELLs by their LAB-r and/or NYSLESLAT scores.

The ESL program employs a modified RAMP-UP to Literacy Curriculum. In addition, a full complement of the ROSETTA STONE for English is available to all LEP students. The software has been installed on 30 laptops used for ESL instruction. Teachers also employ Smartboard technology to examine and analyze written text. Bread and Roses makes use of the Blackboard Configuration (BBC) a presentation tool designed to make lesson objective, flow of the lesson and major concepts transparent for learners especially struggling readers and writers (see attachment).

To support ELLS in their general education classes and to support struggling readers and writers Bread and Roses has adopted a school-wide focus on differentiation of instruction. Teacher generated assessments, Acuity assessments, NYSESLAT, ATS, ARIS and nySTART reports are used to differentiate instruction.

All classroom libraries have been stocked with English-Spanish dictionaries.

All Mathematics classrooms employ Smartboard technology. The school follows the standard NYS curricula for mathematics for the 2007 Cohort while phasing out the traditional Math A Math B curricula:

Year 1 – Algebra

Year 2 – Geometry

Year 3 – Algebra II/Trigonometry

Year 4 – Pre-Calculus

All ELA classes employ a modified RAMP UP to Literacy Curricula. The school has abolished the grade “D” in ELA classes. Teachers have worked collaboratively to develop regents-based preparatory curricula.

The school conducts Report Card Conferences for all students. Report Card conferences provide students with one-to-one counseling about their progress and achievements, with school administrators, counselors and coaches. In addition, students participate in a transcript analysis workshop to learn how to read and analyze high school transcripts.

Language Instruction Program

Instructional Program: After School English Literacy Tutorial Program for ELL Students

Objective: English Language Acquisition

Rationale: Based on their NYSESLAT, Lab-r and ELA Regents scores, ELL students need additional support in English reading comprehension and English writing and literacy skills in general. We propose small group instruction to focus on literacy skills. “English as a Second Language” strategies will be used, including modeling, visuals, partner work to allow for student discussion, etc. We will look for coherence between the in – school ESL program and this after-school program. The skills and the content taught during the day in the ESL class will be followed up and enhanced in the after-school program. In addition support will be provided in the form of PD and materials for all ELA/ESL/NLA/FL teachers who work with LEP students.

Frequency: Two hours per day (3 to 5 pm), 2 times per week (Tues. and Thurs.) beginning January 2010 to June 2010 for a total of 38 sessions; and on Saturdays from 9 am to 12 noon for a total of 19 Saturday sessions.

Target Audience

ELL Students – Beginning/ Intermediate level; 10-15 students who are grouped together during the school day in the same ESL cohort

ELL Students – Intermediate/Advanced level; 10-15 students who are grouped together during the school day in the same ESL cohort

Resources: Edge by National Geographic: 50 units @ per unit \$72.69 per unit

Personnel: Two (2) licensed ESL teachers at per

Materials: see above

Professional Development Program

Professional Development Program

Name of Program: LEP Study group

Objective: Strengthening instructional practices for ELLs.

Description: The two teachers who are instructing the ELLs in the after-school program will use this time to articulate with the students’ other teachers. The group of teachers will look at students’ data such as writing samples and interim assessments. Other facilitators will include the principal and the literacy coach. Current articles about best practices for English Language Learners will be the topics of study.

Frequency: Twice per month beginning January 2010 to May 2010

Target audience: ELL and general Education teachers

Personnel 5 Teachers + 1 Literacy Coach at per session rate

Professional Reading: “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons

Parent and Community Involvement

Bread and Roses will offer a three workshop sessions for parents/guardians and families of LEP students after school and/or on Saturday. The informational sessions will include presentations by students. In addition, Working with the school's partners -- Columbia-Presbyterian Hospital and ACORN the school will canvass the parents to present workshops of interest around health, housing and immigration issues for LEP students.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 97 **LEP** **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Type of Program: ESL

I -- Bread and Roses offers Free-Standing ESL to Limited English Proficient Students. The program is designed to enhance English language acquisition as measured by the NYSESLAT and ELA Regents exams. The language of instruction is 100% English. The school offers beginning, intermediate and advanced of ESL classes ranging in level from L1 to L8. The average class size for ESL classes is reduced to 20. Students are identified as ELLs by their LAB-r and/or NYSLESLAT scores.

The ESL program employs a modified RAMP-UP to Literacy Curriculum. In addition, a full complement of the ROSETTA STONE for English has been purchased. The software has been installed on 30 laptops used for ESL instruction only. Teachers also employ Smartboard technology to examine and analyze written text. Bread and Roses makes uses of the Blackboard Configuration (BBC) a presentation tool designed to make lesson objective, flow of the lesson and major concepts transparent for learners especially struggling readers and writers (see attachment).

A -- To support ELLS in their general education classes and to support struggling readers and writers Bread and Roses has adopted a school-wide focus on differentiation of instruction. Teachers are also asked to use the backward design model of McTgihе and Wiggin in Understanding by

Design. The UbD model used in tandem with NYSESLAT, ATS, ARIS and nySTART reports are used to differentiate instruction. ESL teachers work with students to introduce literacy concepts, i.e. Activating Prior Knowledge; Determining Importance; Questioning, Summarizing; Making Inferences. The teachers have an aggressive reading, writing, listening and speaking assessment calendar.

All classroom libraries at Bread and Roses have been stocked with English-Spanish dictionaries.

All Mathematics classrooms employ Smartboard technology. The school follows the standard NYS curricula for mathematics for the 2007 Cohort while phasing out the traditional Math A Math B curricula:

Year 1 – Algebra

Year 2 – Geometry

Year 3 – Algebra II/Trigonometry

Year 4 – Pre-Calculus

All ELA classes employ a modified RAMP UP to Literacy Curricula. The school has abolished the grade “D” in ELA classes. Teachers have worked collaboratively to develop regents-based preparatory curricula.

In addition to ESL classes the school offers push-in ESL support upon teacher request. The school is able to provide push-in support to general education teachers by hiring an additional ESL teacher with a reduced class schedule who also fills the compensatory time position of BESIS coordinator. In addition, the ESL teachers use their professional periods to provide support to the general education classroom teachers.

After school classes in ESL instruction is offered four days per week, Monday through Thursday. After school tutorial services in math and English are also available. The school’s credit accrual PM school academy is open to all students including ELLs as well as some adfter school recreational activities.

II-- Parental/Community Involvement: School communications (letters home; flyers, phone messenger) are provided in English and in Spanish. All Parent meetings, i.e. freshmen orientation, PTA, SLT, Financial Aid workshops, etc. are conducted in English and Spanish using personal translation devices purchased by the school for that purpose. The school collaborates with ACORN to provide free ESL classes on Saturdays to parents and families.

III – A two day Freshmen Orientation to High school is provided each August for all incoming freshmen students including ELLs.

IV-- A school wide focus on Literacy Acquisition was implemented for SY 2007-2008. SY 2008-2009 the school-wide focus is lesson planning and differentiation of instruction using a backwards design model/UbD. 2009-2010 the focus is on differentiation of instruction. Other professional development specifically geared toward towards enhancing teacher efficacy with ELLs is provided. Topics include: BICs/CALP; NYSLESLAT Data, Regents data analysis by accountability subgroups (ELLs SPEDS, Low SES, African-American, and Graduation Participation rates)

V – Other Support Services: There is a special emphasis in hiring practices to promote diversity and to provide native Spanish speakers including guidance counselors, aides and, ERSSA counselor.

The school conducts Report Card Conferences for freshmen and sophomore students. Report Card conferences provide students with one-to-one counseling about their progress and achievements, with school administrators, counselors and coaches. In addition, students participate in a transcript analysis workshop to learn how to read and analyze high school transcripts.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our goal for improving teaching and learning at Bread and Roses for LEP students this school year includes differentiation of instruction, in particular, a coaching model of instruction.

Form TIII – A (1)(b)

School: 05m685 BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,000.00	After school per session hours for teachers who work with ESL students.
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Bread and Roses uses data from Home Language Surveys, NYSESLAT scores, ATS data as well as anecdotal information i.e. interactions and conversations to understand our language needs
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

One half of BRHS students speak a language other than English in their homes, that language is predominantly Spanish. This information is published in the Faculty handbooks, Student Handbooks and Parent Handbooks. In addition, about 1 in 5 students at Bread and Roses is learning English.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School communications (letters home; flyers, phone messenger) are provided in English and in Spanish. All Parent meetings, i.e. freshmen orientation, PTA, SLT, Financial Aid workshops, etc. are conducted in English and Spanish using personal translation devices purchased by the school for that purpose. The school provides free ESL classes on Saturdays to parents and families. The school utilizes DOE translation services as well as staff and faculty members.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

See above

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

See above for more information. The school employs bilingual employees in all areas of the school. Translation and interpretation services are available for parents who request or need them for one-to-conferences and meetings. The school has purchased individual translation devices and use the interpretation devices at all parent meetings and functions.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	349,413	22,289	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3494	223	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	0	0	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,471	1,119	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	0	0	
6. Enter the anticipated 10% set-aside for Professional Development:	0	0	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	0	0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Parental Policy is distributed each September via backpack to all families. In addition the policy is redistributed during Fall Parent teacher Conferences and again in student planners which contain the policy.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See section 1 data analysis

The school used the following data to assess student and school performance:

- **Cohort Data**
- **NYSED Regent's Exam Data**
- **NYSESLAT Data**
- **LAB-R Data**
- **IEP Annual Review**
- **Attendance Data**
- **College Acceptance Data**
- **PSAT**
- **SAT**
- **Advance Placement Exam**
- **Quality Assurance Review for SPED**
- **Quality Assurance Review for ELLs**
- **Parent Surveys**
- **Student Surveys**
- **Observations**
- **Interviews with Students, Teachers and Parents**
- **The school regularly employs Learning walks as a vehicle for school assessment and improvement**
- **Annual School Report**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

School-wide reform strategies include:

- **Programming entering freshmen independent of repeating freshmen**
- **Additional Math Teacher to reduce average class size of entering freshman**
- **Additional ELA teacher to reduce average class size of entering freshman**

- Additional ESL teacher to reduce average ESL class size for ELL students
- Double-block Math instruction for entering freshmen
- Double-block ELA instruction for entering freshmen
- PM school (credit-bearing classes) for under-credited upperclassmen
- The addition of web-based learning systems for credit recovery programs.
- Additional smartboard technology to enhance delivery of instruction
- Professional development in backwards planning for all instructors.
- An additional literacy coach to support teacher development and mentoring.
- Development of a Pathways to College programs
- Mentoring programs for students
- Expanded credit accrual opportunities in after school and Saturday arts programs.
- Development of an academic probation plan
- Tutorial services
- The development of honor classes.

3. Instruction by highly qualified staff.

2009-2010 All teachers at BRHS possess valid NYS and NYC certifications for their respective content areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
See Goals 1, 2 and 3

Type of Professional Development	Instruments/Methods	Indicators of Success
Departmental Professional Development	Evaluation forms Observations Observation Protocols of student work Student assessment data derived from teacher-generated assessments. Create/use rubrics	<ul style="list-style-type: none"> • Utilization of student data to inform instruction. • Alignment of curriculum with NY State Core curriculum • Alignment of student work products with lesson plans and behavioral objectives • Evidence of the backwards planning process in lesson planning and implementation • Components of the workshop

		<p>model are evidenced in teacher lesson planning and instructional delivery</p> <ul style="list-style-type: none"> • The BBC is evident in the classroom during instruction. • Ongoing collaboration between teachers, coaches and administrators to plan and implement professional development. • Evidence of differentiated Instruction • Display and utilization of rubrics in student work
<p>LearningWalks Walkthroughs Inter/Intra-school visitations Model classrooms</p>	<p>Pre/Post visitation conference with coaches and/or administrators. Checklist Observations Create/use rubrics</p>	<ul style="list-style-type: none"> • Utilization of assessment to inform instruction • Alignment of student work product with lesson plans and behavioral objectives • Demonstrated “best practices” used in classrooms • Increased student-centered learning • Demonstrated Improvement in lesson planning and delivery of instruction • Evidence of the backwards planning process in lesson planning and implementation • Components of the workshop model are evidenced in teacher lesson planning and

		<p>instructional delivery</p> <ul style="list-style-type: none"> • The Agenda is evident in the classroom during instruction. • Ongoing collaboration between teachers, coaches and administrators to plan and implement professional development. • Display and utilization of rubrics in student work
<p>Observations: Informal and Formal by Principal and Assistant Principal(s)</p>	<p>Pre- and Post-observation conferences Written feedback Follow-up visits by coaches. Follow-up visits by administrators</p>	<ul style="list-style-type: none"> • Utilization of student data to inform instruction. • Alignment of curriculum with NY State Core curriculum • Alignment of student work products with lesson plans and behavioral objectives • Evidence of the backwards planning process in lesson planning and implementation • Components of the workshop model are evidenced in teacher lesson planning and instructional delivery • The Agenda is evident in the classroom during instruction. • Ongoing collaboration between teachers, coaches and administrators to plan and implement professional development. • Evidence of differentiated Instruction

		<ul style="list-style-type: none"> • Display and utilization of rubrics in student work
Coaching	<p>Evaluation forms Checklist Modeling Demo lessons Create/use rubrics</p>	<ul style="list-style-type: none"> • Utilization of assessment to inform instruction • Alignment of curriculum with NY State core curricula. • Alignment of student work product with lesson plans and behavioral objectives • Evidence of the backwards planning process in lesson planning and implementation • Components of the workshop model are evidenced in teacher lesson planning and instructional delivery • The Agenda is evident in the classroom during instruction. • Ongoing collaboration between teachers, coaches and administrators to plan and implement professional development. • Evidence of differentiated Instruction • Display and utilization of rubrics in student work
New Teacher Support Group	<p>Discussion Current Literature on Teaching and Learning</p>	<ul style="list-style-type: none"> • Teacher Satisfaction • Improved individual and group problem-solving capacity

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
 - **The school will continue its effort to increase the parent involvement base by continuing to meet with parents by cohort, i.e. Senior parent meeting, Freshmen Parent meeting to address the specific concerns of parents as they relate to the cohort.**
 - **The school will continue to collaborate with partner organizations like ACORN to bring meaningful workshops and experiences to families: Healthcare, immigration issues, housing issues.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Bread and Roses will continue to employ existing structures and systems to ensure teacher input e.g. LearningWalks, UFT Consultation Committee, SLT, surveys, Departmental meetings, faculty conferences; Professional Development Committee.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The rationale to restructure the school's grading policy was to insure student proficiency and mastery of NYS core curricula. The hiring of an additional literacy coach was intended to work in small groups with students to develop literacy skills and strategies that they may use in all classes.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: SINI Year 1 Basic **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Results:

- *Did not make AYP in HS Graduation Rate: Identified student accountability subgroup that did not make AYP in HS Graduation rate : African-American*

Causal Factors:

A careful examination of the graduation rate of African-American students at Bread and Roses indicates that among African-American students, the male students evidence less success, in general than African-American female students and experience a lower rate of graduation after four and six years than female students.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We believe that the goals established in section 1 of the CEP will address the academic issues confronting African-American males. There will be additional targeted intervention geared toward the needs of struggling male students. i.e. small group instruction.

Part B: For Title I Schools Identified for Improvement

¹ School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The school has purchased professional development and other services from the following web-based credit recovery and teacher resources program:

- **Castle Island Learning: Regent preparation Curriculum and materials.**
- **PLATO Learning Credit Recovery Programs**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The school uses its Literacy coaches to provide mentoring services to new teachers. See PD section above.

New Teacher Support Group – weekly session led by the principal and coaches. Format is a roundtable discussion of issues, and concerns in a non-supervisory context.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters were mailed home in English and in Spanish notifying the parents of the school's status. In addition the school's status was discussed at the September and October PA meetings.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the processes involved in changing the schools grading policies in ELA to A, B, C, F “No D” the ELA faculty, coaches and administrators looked at students work, state standards and school expectations to come up with a uniform curricula, assessments and grading policy.

In addition, teachers meet weekly by department (courses taught) and monthly in grade level meetings. Both venues would facilitate the work.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the processes involved in changing the schools grading policies in ELA to A, B, C, F “No D” the ELA faculty, coaches and administrators looked at students work, state standards and school expectations to come up with a uniform curricula, assessments and grading policy.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Study groups for math teachers, Regular observation of math lessons, LearningWalks.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

xx Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From observation some math teachers do not encourage enough student discourse in their classrooms. Students are not allowed to express themselves in mathematics through a variety of methods.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from We must provide professional development on the process strands of mathematics, model best practices for teachers, create study groups so that teachers who are weak can learn from more experienced teachers. Develop inter- and intra-visitation practices to observe best practices in similar and other NYC high schools. central to address this issue.

We must provide professional development on the process strands of mathematics, model best practices for teachers, create study groups so that teachers who are weak can learn from more experienced teachers. Develop inter- and intra-visitation practices to observe best practices in similar and other NYC high schools.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The following activities were used to assess the relevance of this finding to the school's ELA programs: Formal and Informal observations, Learning Walks; Individual conferences with teachers, Departmental meetings.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Xx Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During observations and Learning walks it was observed that while all classrooms evidence a workshop model of instruction or a modified RAMP UP to Literacy model of instruction nearly 1/3 of ELA classes were dominated by teacher talk.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional Development, observations and Learning walks will be used to address the issue of classrooms dominated by teacher talk.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Observations, formal and informal; Learning Walks, Departmental Meetings; Grade level Meetings.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Some classrooms are arranged in traditional rows configurations which do not support collaborative learning; Observations.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Create a model classroom(s) to facilitate group work, conduct action research to see how collaborative learning effects student performance and achievement.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Examination of school's Table of organization.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

One new teacher joined the staff this school year. Typically that number is about three teachers per year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

NCLB Reports analysis
BEDS Report analysis
Anecdotal observations

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

BRHS has experienced a low rate of teacher turnover compared to similar and all city high schools.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELL Inquiry Study Group

Teacher Survey

Student Survey and Focus Group discussions

Faculty Retreat

Professional Development sessions.

ARIS data systeme

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Xx Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While the data is shared with teachers as indicated by handouts and agendas from PD sessions there is little evidence to suggest that general education teachers use the NYSESLAT and/or LAB-R data to differentiate instruction. Although they do request push-in instruction in ESL and collaborate with ESL teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Through professional development the school may begin the address the issue of the data as it relates to ELLS to plan and differentiate instruction.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will work with its SBST, IEP coordinator and coaches to assess the the relevancy of the findings to the school's educational programs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal will work with the IEP Coordinator, AP Supervision will collaborate to assess the relevancy of this finding to the school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Bread and Roses High School

Larry Wilson, Principal

Kairis Cox, Assistant Principal Abdur Rahim Ali, Assistant Principal

Marcellus Stovall, Assistant Principal.

BREAD AND ROSES PARENTAL INVOLVEMENT POLICY

Bread and Roses HS agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 -

1. Bread and Roses HS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Increased parental outreach through mail, email, school website and telephone messenger, PTA meetings SLT Meetings
2. Bread and Roses HS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Increased parental outreach through mail, email, school website and telephone messenger, PTA meetings SLT Meetings; Parental participation in school--wide LearningWalks
3. Bread and Roses HS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Increased parental outreach through mail, email, school website and telephone messenger, PTA meetings SLT Meetings
4. Bread and Roses HS will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
5. Bread and Roses HS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Increased parental outreach through mail, email, school website and telephone messenger, PTA meetings SLT Meetings; surveys conducted by the PTA and SLT. Survey results will be shared through the aforementioned media.
6. Bread and Roses HS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Bread and Roses High School

Larry Wilson, Principal

Kairis Cox, Assistant Principal Abdur Rahim Ali, Assistant Principal

Marcellus Stovall, Assistant Principal.

Bread and Roses Parent School Compact

School Responsibilities

Bread and Roses HS will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, students will:

- Students are expected to work to their fullest potential.
- Students are expected to be an engaged participant in class by contributing ideas and asking questions.

- It is the student's responsibility to report to school on time each day, prepared for class.
- It is the student's responsibility to be seated in class each period of every day prior to the sounding of the late bell.
- Students must be prepared for class every day. This means carrying a notebook, pen and any books and materials that are needed for class. It also means coming to class with assignments completed on time. Individual sheets of paper without a notebook are not acceptable.
- Students are expected to treat all individuals with respect and to be tolerant of differences.
- Students are expected to follow the rules, codes of behavior and meet the academic requirements as outlined in this Student Handbook.
- Students are expected to keep parents/guardians informed of their progress in school.
- Students are expected to wear the school uniform everyday.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____