



**BREAD AND ROSES HS
05M685**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 05 M 685
ADDRESS: 6 EDGECOMBE AVENUE
TELEPHONE: 212.926.4152
FAX: 212.926.4317**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

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: Livingstone Hilaire **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kurt H Jones

PRINCIPAL: Livingstone Hilaire

UFT CHAPTER LEADER: Asiyah Abdul-Mani

PARENTS' ASSOCIATION PRESIDENT: Cassandra Stone

STUDENT REPRESENTATIVE: Chare Saunders, Mayreni Diaz
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 05 **SSO NAME:** Empowerment/ CFN

SSO NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Geraldine Brown

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 indicate 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
Livingston Hilaire	Principal Assigned (8/31/10)	
Asiyah Abdul-Mani	UFT Chapter Chair	
Cassandra Stone	PA/PTA President	
Tracey Williams	DC-37 Representative	
Mayreni Diaz	Student Representatives	
Chare Saunders	Student Representatives	
Kurt H Jones	Member/ SLT Chair	
Ramona Stevens	Member/ Parent Association Executive Board Member	
Jacqueline White	Parent Coordinator	
Abdurrahim Ali	Assistant Principal	
Kairis Cox	Assistant Principal	
Marcellus Stovall	Assistant Principal	

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’s 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 of 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 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 ten senior cohorts 2001 to 2010.

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, 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 48% percent of the students enrolled and females account for 52%. The school receives Title 1 Funding with 62% eligibility.

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.

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decompressor
are needed to see this picture.

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decompressor
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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?

Overall achievement. Overall student performance, as measured by Regents Exams, shows low levels of student achievement on State Regents Exams, as compared to student performance across the city. The percentage of students who scored 65 or better, or 85 or better on key Regents Exams over the past two years are listed below. Across all subjects listed below, fewer than half of all Bread & Roses students scored a 65 or better, and 5% or fewer scored an 85 or better for SY2010.

Bread & Roses Regents Exams Results (June 2010)

2009-2010 Regents Exam	Number Tested	Percentage of Students Scoring 65 or better	Percentage of Students Scoring 85 or better
English Language Arts	69	20%	0%
Integrated Algebra	144	33%	0%
Global History	121	23%	3%
U.S. History	214	44%	5%
Living Environment	125	22%	2%

Note: Incorporates students from June administration only.

Source: NYC DOE Student-Level Regents Performance Data, 2009-2010

Bread & Roses Regents Exam Results (2008-09) *

2008-2009 Regents Exam	Number Tested	Percentage of Students Scoring 65 or better	Percentage of Students Scoring 85 or better
English Language Arts	167	48% (70%)	5% (17%)
Integrated Algebra	153	35% (58%)	1% (7%)
Global History	192	42% (56%)	2% (16%)
U.S. History	118	42% (66%)	3% (24%)
Living Environment	166	41% (65%)	0% (12%)

*NYC results in parentheses

Source: Comprehensive info report 2008-2009

Low student achievement at Bread & Roses is partly due to the academic performance of incoming students; approximately 80% of the 2008-2009 incoming 8th class, for instance, scored a 1 or 2 on the 8th grade ELA exam and 60% of the incoming class scored a 1 or 2 on the 8th grade Math exam in 2007-2008.

Student achievement for ELL and SWD subgroups. Student achievement for English Language Learners and Students with Disabilities was significantly lower on the Integrated Algebra Exam in 2008-2009. Students with Disabilities, however, performed better than the overall student body on the English Language Arts Exam, although only 12 Students with Disabilities took the exam in 2009.

Percent of Bread & Roses Students Scoring Higher Than 65 on
Regents Exam Results by Subgroup (2008-09) *

08/09 Regents Exam	Overall Score	ELL	SWD
English Language Arts (ELL, N=24, SWD, N=12)	48% (70%)	33% (42%)	58% (37%)
Integrated Algebra (ELL, N=27, SWD, N=21)	35% (58%)	19% (46%)	14% (27%)

*NYC results in parentheses

Source: NYC DOE Student-Level Regents Performance Data, 2008-2009.

Literacy. Anecdotal evidence from interviews with the school leadership team indicates that many Bread & Roses students struggle with basic literacy. This is confirmed both by the small percentage of eighth graders in the incoming class (about 20%) who achieved proficiency on the 8th grade ELA exam. Additionally, student performance on literacy-intensive exams such as ELA, US History, and World History, has been very low in recent years.

Graduation. From SY2006 to SY2009, the graduation rate at Bread & Roses has actually declined by 1 percentage point, at a time when the graduation rate rose by 6 percentage points for the city and declined by 11 percentage points for District 5. The school's cohort graduation rate was 57% for the Class of 2009, as compared to 63% for the entire city, and 65% for District 5. The 2008-2009 New York State Report Card indicates that the school did not meet graduation AYP for African-American students for the Class of 2008. The graduation rates for the Class of 2009, however, show a lower graduation rate for Hispanic students (54%) as compared to African American students (60%).

Graduation Rate by Student Subgroup, Class of 2009	Bread & Rose	New York City	District 5
Special Education	52%	29%	S
ELL	S	43%	S
African-American	60%	60%	65%
Hispanic	54%	60%	62%

Note: School records with cohorts of 20 students or fewer are suppressed in the public dataset. Graduation rates for the Class of 2010 are not yet available.

Source: NYC DOE Summary of Graduation Outcomes, 2001-2005.

School environment. School survey results indicate that Bread & Roses lags District 5 and the entire city in all four categories (academic expectations, communication, engagement, and safety & respect). In most cases, the school's score is an entire point lower than the score for the entire city. Of particular note, many students do not feel that they have adults in the building they can turn to when they have a problem. Additionally, as the chart below indicates, the response rates were lower than the city averages, particularly for parents.

Differentiation of instruction. Interviews with the current school leadership team combined with survey results indicate that teachers struggle in two key areas. First, few teachers understand how to use data to inform instruction and differentiate classroom teaching according to student need. Secondly, teachers struggle to engage students by providing instructional variety in the classroom. Students reported that hands-on activities and small group work were rare at Bread & Roses.

Student engagement. The Bread & Roses student attendance rate for 2008-2009 was 79%, as compared to 89% for District 5 and 88% for the entire city. Survey results indicate that a number of students do not feel safe within the school, nor do they feel engaged in their class work. One of the main challenges for the school is its fragmented feeder pattern; its incoming 9th grade class for 2008-2009 came from 52 different New York City middle schools. A strong orientation system will be critical to make an immediate impact on student culture.

Teacher engagement. Bread & Roses struggles with teacher commitment and engagement. Teacher turnover at Bread & Roses for 2008-2009 was 31%. By comparison, teacher turnover in District 5 for the previous year was 21%. Additionally, 12% of teachers at the school took more than 15 personal days in 2008-2009.

Parent engagement. A 15% response rate on parent surveys in 2009-10 indicates a lack of engagement. Additionally, parent survey responses indicated that most parents rarely receive information from the school on student progress.

Implications:

Progress Report results indicate a decline in performance over the past three years:

- “B” 2007-2008
- “C” 2008-2009
- “D” 2009-2010

School Quality Review results also point to a decline, from “Well Developed” in 2007-2008 to “Proficient” in 2009-2010.

Starting in Fall 2010, as a recipient of federal School Improvement Grant (SIG) funding, Bread & Roses is following a ‘Transformation’ intervention model to improve student outcomes, and to create a rigorous school culture that ensures all students graduate ready for success in college and in their careers. A school improvement plan has been developed in collaboration with the Abyssinian Development Corporation, a leading non-profit organization in central Harlem, which will act as the lead partner in the transformation process. In order to appropriately attend to the needs of all students, all data analysis will be examined both at the overall level and by subgroups including accountability groups, cohort, gender, ethnicity, percentiles, ELL, SWD, and more.

Overall goals of the transformation process include:

- To establish a culture where teachers are empowered and supported, where school leadership sets high expectations for all staff members, and high performers are recognized accordingly.
- To establish a collaborative teaching environment, with a focus on student literacy, where expectations are aligned across grade-levels and subjects, and teachers use data regularly to provide individualized instruction based on student need and interest.
- To ensure that all students consider post-secondary school an option; all students receive supports tailored to their individual needs; and students who are in danger of dropping out are immediately identified and receive additional supports.
- To ensure that students, parents, and staff feel ownership over the school; and the school is considered an important asset within the community.

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.

ANNUAL GOAL	DESCRIPTION
To increase by 15% the number of students in each grade cohort who earn 10+ credits during the 2010-2011 SY	All students, in every subgroup and grade cohort, must earn 10+ credits annually to be on track to graduate.
To increase to 90% by June 2011 the number of content area teachers participating in the Inquiry process.	All instructional stakeholders need to be involved in the collection, review and dissemination of student data.
By June 2011 100% of the teachers will use comprehensive student outcome data to differentiate instruction within their classrooms.	Differentiating instruction based on student need, interest, and preferred delivery method helps students achieve and improves student engagement
To implement at least five strategies or programs supporting an inclusive school community of students, teachers, parents and community stakeholders working collaboratively to prepare students for college.	All stakeholders must be engaged to establish a culture of high expectations for school leadership, teachers and students.

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.

<p>1. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 15% the number of students in each grade cohort who earn 10+ credits during the 2010-2011 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>	<ul style="list-style-type: none"> ▪ Develop and continually strengthen an Expanded Learning Time program, including opportunities for credit recovery ▪ Provide focused support to student subgroups, including ELL students and students with disabilities, high achieving students, and those struggling in specific areas such as attendance and discipline ▪ Focus on teaching literacy in all subjects and across all grades in order to help support the large number of struggling readers. ▪ Assess the quality of teaching across the school and to develop a comprehensive professional development plan to support academic rigor and instructional improvement. ▪ Increase daily student attendance rates ▪ Utilize master teachers and/or instructional consultants to drive teacher practice and effectiveness
<p>Aligning Resources: Implications for Budget, Staffing/ Training, and Schedule Include: reference to the use of Contracts for Excellence (C4E) allocations, where applicable</p>	<ul style="list-style-type: none"> ▪ Targeted professional development opportunities ▪ Increase per session allocation for extended learning ▪ Advisory classes ▪ After school programming ▪ Saturday school ▪ Scheduling changes to support collaboration and longer instructional periods
<p>Indicators of Interim Progress and/ or Accomplishment Include: interval (frequency) of</p>	<ul style="list-style-type: none"> ▪ Establishment of Credit Recovery Program ▪ Credit attainment by student ▪ Percentage of students on track to earn 10+ credits each year (regularly) ▪ Number of college applications and as percent of graduating seniors (annually)

<p><i>periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Length of day ▪ Student attendance (daily and monthly) ▪ By June 2011, there will be a 5% increase in the number of students passing the Global and Living Environment Regents when compared to results from June 2010.
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<p>2. Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase to 90% by June 2011 the number of teachers and administrators participating in the Inquiry process.</p>
<p>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>	<ul style="list-style-type: none"> ▪ Implement DataCation as the school wide data collection and reporting system. ▪ Evaluate and expand the present systems for assessment, data collection and monitoring relative to the progress of students, in order to ensure the information is used effectively at the classroom level. ▪ Create regularly scheduled check-ins and meetings at peer, departmental and school level to review student data.
<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>	<ul style="list-style-type: none"> ▪ Provide PD on DataCation ▪ Provide personnel support on developing customized reports ▪ Develop schedules to support greater collaboration between and within departments
<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"> ▪ Adoption of DataCation as school wide data system ▪ Number of teachers trained on DataCation ▪ Number of reports created ▪ Amount of time per week scheduled for inquiry and data review

<p>3. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 100% of the teachers will use comprehensive student outcome data to differentiate instruction within their classrooms.</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>	<ul style="list-style-type: none"> ▪ 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 ▪ Align analysis of data with NYSED, NYCDOE accountability groups ▪ Provide instructional support to match interventions to students based on the need as per the data
<p>Aligning Resources: Implications for Budget, Staffing/ Training, and Schedule Include: reference to the use of Contracts for Excellence (C4E) allocations, where applicable</p>	<ul style="list-style-type: none"> ▪ Staff master teachers and/or instructional consultants to drive teacher practice and utilization of data to drive instruction ▪ Provide PD on instructional strategies and data usage ▪ Provide support for reporting data out to teachers, administrators and students ▪ Establish schedule and strategies that provide increased learning time
<p>Indicators of Interim Progress and/ or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Credit attainment by student ▪ Percentage of students on track to earn 10+ credits each year (regularly) ▪ Number of college applications and as percent of graduating seniors (annually) ▪ Length of day ▪ Student attendance (daily and monthly) ▪ By June 2011, there will be a 5% increase in the number of students passing the Global and Living Environment Regents when compared to results from June 2010.

<p>4. Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement at least five strategies or programs supporting an inclusive school community of students, teachers, parents and community stakeholders working collaboratively to prepare students for college.</p>
<p>4. Action Plan Include: actions/strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Town hall meetings for all faculty and staff ▪ Town hall meetings for parents, guardians and families ▪ E-Newsletters to teachers, parents and families ▪ College Access programming ▪ College financial aid workshops ▪ College fairs/ field trips for students and families ▪ Strengthen attendance recovery systems
<p>Aligning Resources: Implications for Budget, Staffing/ Training, and Schedule Include: reference to the use of Contracts for Excellence (C4E) allocations, where applicable</p>	<ul style="list-style-type: none"> ▪ Create after-school and extended learning time opportunities for college preparation ▪ Develop advisory curriculum to promote college readiness and planning ▪ Strengthen relationships and training in parent/ family/ community engagement
<p>Indicators of Interim Progress and/ or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Student attendance (regularly) ▪ Teacher attendance (regularly) ▪ Number of community events, parent training sessions, etc. (regularly) ▪ Parent attendance at conferences, PTA meetings, etc. (regularly) ▪ Survey response rates as a measure of overall engagement (annually) ▪ Student, parent and teacher scores on safety & respect, engagement and communication (annually) ▪ Number of college acceptances and as percent of all graduating seniors (annually) ▪ Number of college enrollments and as percent of all graduating seniors (annually)

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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	At-risk Services: Services: Guidance	At-risk School	At-risk Services:	At-risk Health- related
	# of Students # of Students	# of Students	# of Students	# of Students	# of Students	# of Students	# of Students	# of Students
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		1
11	25							
12	128	90	40	40	67	20		

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

Name of Academic Intervention Services (AIS)

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.).

ELA:

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

Mathematics:

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.

Science:

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.

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.

Social Studies:

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.

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.

At-risk Services Provided by the Guidance Counselor:

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.

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).

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.

2010-11 LANGUAGE ALLOCATION POLICY

Demographics of LEP Population:

The school has a total of 87 LEP Students

Grade 9	44
Grade 10	21
Grade 11	13
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 2011 to June 2011; and on Saturdays from 9 am to 12 noon

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 Aussie educational consultants. Current articles about best practices for English Language

Learners will be the topics of study.

Frequency: Twice per month beginning January 2011 to May 2011

Target audience: ELL and general Education teachers

Personnel 5 Teachers + 1 Literacy Consultant

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, Bread and Roses 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 2010-2011

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 87 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. 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 McTighe and Wiggins 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.

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 2008-2009. SY 2009-2010 the school-wide focus is lesson planning and differentiation of instruction using a backwards design model/UbD. 2010-2011 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	\$15,000.00	After school per session hours for teachers who work with ESL students.
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials

- 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 at home, and 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 messages) 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 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:	347,785	72,471	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3478		
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:	17,389		
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 2010-2011 school year: <u>100</u>			
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 2010-11 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 2010-11 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.

2010-2011 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	<input type="checkbox"/> Utilization of student data to inform instruction. <input type="checkbox"/> Alignment of curriculum with NY State Core curriculum <input type="checkbox"/> Alignment of student work products with lesson plans and behavioral objectives <input type="checkbox"/> Evidence of the backwards planning process in lesson planning and implementation <input type="checkbox"/> Components of the workshop

model are evidenced in
teacher lesson planning and
instructional delivery

- 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

- 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

Learning Walks

Walkthroughs

Inter/Intra-school visitations

Model classrooms

Pre/Post visitation

conference with coaches

and/or administrators.

Checklist

Observations

Create/use rubrics

- instructional delivery
- 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

- 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

Observations: Informal and
Formal by Principal and
Assistant Principal(s)

Pre- and Post-observation
conferences
Written feedback
Follow-up visits by
coaches.
Follow-up visits by
administrators

Coaching

Evaluation forms
Checklist
Modeling
Demo lessons
Create/use rubrics

- Display and utilization of rubrics in student work
- 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
- Teacher Satisfaction
- Improved individual and group problem-solving capacity

New Teacher Support Group

Discussion
Current Literature on Teaching and Learning

5. Strategies to attract high-quality and highly qualified teachers to high-need schools. **School leadership will work closely with the Office of Teacher Recruitment and Quality to identify and engage top internal candidates from the Open Market and excess pools, as well as external candidates in key shortage areas. The school will also leverage internal networks to identify and recruit from residency programs in NYC schools, local schools of education, etc.**

6. Strategies to increase parental involvement through means such as family literacy services.

- The school will continue its efforts to increase the parent involvement base by meeting 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 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 American-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:

- Kaplan.**
- 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. Aussie consultants will provide intensive instructional support across all departments.

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.

Town halls, newsletters, and various parent engagement strategies are being deployed to involve and inform parents of the school's improvement status.

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

(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.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum*

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 these findings are 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 xx 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 2009-10 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 200-10 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.

Xx 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 2009-10 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

xx 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 2009-10 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 xx 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 2009-10 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 2009-10 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 2009-10 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 2010-11

This appendix will not be required for 2010-11.

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 2010-11, 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 2010-11)

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 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 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 sheet 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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bread & Roses Integrated Arts High School							
District:	5	DBN:	05M68	School		310500011685		
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungrade	v
	2		6		10	v		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	0	0	0		78.7	79.2	75.7	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	0	0	0		92.1	89.4	89.8	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	0	0		61.0	60.0	70.9	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	1	0	0		2	22	18	
Grade 9	235	235	233	Recent Immigrants - Total Number:				
Grade 10	123	151	131	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	63	57	83		7	12	4	
Grade 12	101	66	67	Suspensions (OSYD Reporting) - Total Number:				
Ungraded	3	3	5	<i>(As of June 30)</i>	2007-	2008-	2009-	
Total	526	512	519		4	1	1	
Special Education				Special High School Programs - Total Number:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Self-Contained Classes	44	37	41	CTE Program Participants	N/A	0	0	
# in Collaborative Team Teaching (CTT)	2	0	11	Early College HS Program Participants	0	0	0	
Number all others	57	60	50	Number of Staff - Includes all full-time staff:				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-	
English Language Learners (ELL) Enrollment: (BESIS Survey)					0	0	0	
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	0	0	0	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	39	35	
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	12	13	11	
# receiving ESL services only	67	76	TBD	Number of Educational Paraprofessionals	0	0	4	
# ELLs with IEPs	2	8	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>				

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	47	48	136	% fully licensed & permanently assigned to this	100.0	100.0	96.9
				% more than 2 years teaching in this school	60.0	66.7	74.3
				% more than 5 years teaching anywhere	60.0	56.4	80.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher	80.0	79.0	82.9
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	78.8	74.2	82.9
Black or African American	50.8	51.8	54.1				
Hispanic or Latino	48.1	46.3	44.5				
Asian or Native Hawaiian/Other Pacific	0.4	0.6	0.6				
White	0.4	0.6	0.6				
Male	47.9	46.7	46.4				
Female	52.1	53.3	53.6				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1				v		
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	v
Math:		Math:	
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v		v	58
Ethnicity							

American Indian or Alaska Native							
Black or African American				v			
Hispanic or Latino				v			
Asian or Native Hawaiian/Other Pacific						-	
White							
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient				-		-	
Economically Disadvantaged				v			
Student groups				4		1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	P
Overall Score:	43	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	25.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 05	School Number 685	School Name Bread and Roses
Principal Dr. Rodney Lofton		Assistant Principal Kairis Cox	
Coach type here		Coach type here	
Teacher/Subject Area Papa Tall		Guidance Counselor Denise Alvarez	
Teacher/Subject Area Nicholas Deming		Parent Cassandra Stone	
Teacher/Subject Area type here		Parent Coordinator Jacqueline White	
Related Service Provider Yvette Riddick		Other type here	
Network Leader Derek Smith		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	490	Total Number of ELLs	79	ELLs as Share of Total Student Population (%)	16.12%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. New admits and their parents are interviewed and administered the HLIS by the ESL teacher Papa Tall who is a fully certified ESL teacher. Those identified as potential Language Learners are administered the LAB-R within 5 school days to determine students level. The NYSESLAT is administered to all eligible students by the ELL department.
2. When a student arrives on site with their parents/caregivers they view the parents choice DVD which gives them the three choices available in NYC. This is done with the support of the Parent Coordinator, Guidance Dept, ESL teacher and the Pupil Accounting secretary. Parents view the Parental Choice video during the initial intake, they are then told which program Bread and Roses offers - free standing ESL.
3. To ensure that entitlement letters are distributed and parent survey and program selection are returned, parents are asked to fill out all documentation the first day they bring their child to school
4. The LAB-R and parental choice determines the placement for new admits. The Assistant Principals at Bread and Roses and ESL teachers are responsible for identifying the appropriate ESL instructional programs for students which are communicated through the parent coordinator and ESL teacher. 99% of our newly admitted ELL's speak Spanish, so in collaboration with the guidance counselor and ESL teachers (who are fluent in Spanish) they are able to communicate with parents in their native language. For those parents who speak another language, we use translation services provided by the DOE.
5. If parents interested in another program are put onto a list and a when there is sufficient numbers there will be a program created. We also reach out to other schools that offer bilingual programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
 6 7 8 9* 10* 11* 12*

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In											1			1
Total	0	0	0	0	0	0	0	0	0	1	2	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	11
SIFE	3	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	29

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	3	4	26		3	29		4	76
Total	21	3	4	26	0	3	29	0	4	76

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										37	16	12	10	75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French											3			3
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	37	19	13	10	79								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Students are scheduled for self contained freestanding ESL classes per state regulation. They are homogeneously grouped, where students of the same proficiency levels are in the same classes. Students are grouped by their level.
- b. Students are homogeneously grouped, they travel together for the majority of their core content classes.
2. Students identified as beginners receive 540 minutes of ESL per week. Intermediated receive 360 minutes of ESL and advanced students receive 180 minutes per week. Both ESL teachers are fluent in Spanish and one in French, they provide NLA support directly in the classroom where needed. The classroom libraries contained various text in Spanish and French. The Spanish Foreign Language teacher is also used as a resource in NLA.
3. Content area is delivered in classes with native English speakers, with support from Bilingual Ed Para's when appropriate. Support for differentiated instruction is supported throughout all content areas (with regards to content and assessment). Content area teachers get support and differentiated strategies from ESL teachers. ESL teachers push into those content area classes where there is a larger population of ELL learners.
4. a. SIFE - Students identified as SIFE are placed in the beginner ESL class. They receive differentiated instruction (planned and prepared by the ESL teacher) in class and are required to attend the afterschool tutorials three times a week.
- b. Newcomers are placed according to the level on the LAB-R. They are partnered with a native language speaking student in their core content area classes. They are also strongly encouraged to attend after school tutorials
- c. ELL receiving service 4 to 6 years are placed according to their NYSESLAT score. They also take ELA in addition to ESL. They are supported heavily in their native language by the foreign language teacher. They are encouraged to attend afterschool English classes.
- d. ELL's with special needs have bilingual para professionals who push into their classes to assist them.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

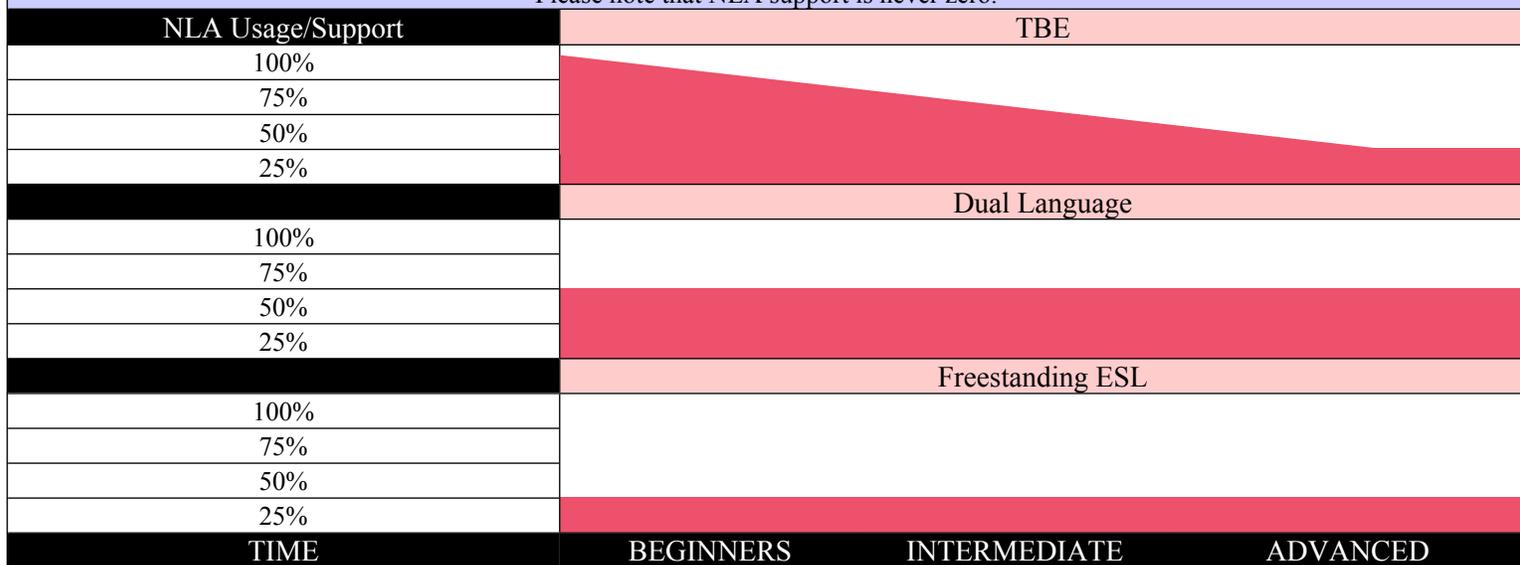
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The range of targeted intervention programs at Bread & Roses (push in within academic courses, online support, ELL software support, after school support).
6. Provide push in support for continuing transitional support and one on one tutoring after school and during lunch and or free periods.
7. There will be no new programs considered for the upcoming school year.
8. There will be no programs discontinued for ELL's.
9. ELL students are provided equal access to after school instructional and enrichment programs.
10. RAMP-Up to Literacy Curriculum, ROSETTA STONE for ESL instruction, and use of technology to support ELL instruction. SmartBoard, and the use of BBC (Blackboard Configuration), National Geographic EDGE ELL series.
11. NLA support is delivered in the classes through ESL teachers and through classroom libraries.
12. All required support services are aligned to students needs.
13. A summer orientation run in tandem with summer school is strongly encouraged for incoming ELL 9th graders. Students are given an in house diagnostic to assess their level. They are then taught by certified ESL teachers. They focus on the four modalities, reading, writing, speaking, and listening more specifically; grammar, paragraph structure and reading out loud from a text.
14. Language electives are offered in Spanish and an after school program in French

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. All ELL personnel will be part of a study group at the school. AUSSIE support will also be provided to ELL staff with regards to literacy instruction and best practices in classroom. All ELL staff will participate in the DOE ELL Leadership Series. The ESL teachers on staff also provided professional development on the Chancellor PD days to non ESL teachers.

2. AUSSIE consultants will run a series of ELL training to be provided to all staff. In addition departmental meetings will support addressing issues of ESL students in content area classes.
3. The 7.5 hours of ELL training for all staff is done during the Chancellor PD days in November and June. The onsite ESL teachers take teachers through a multitude of scenarios of what it is like to be an ELL student in their class. Additionally they give strategies that work best with ELL students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. There have been parent networking nights, Saturday brunch for ELL parents, and townhall meetings scheduled and delivered to the parents of Bread and Roses. Translation services are utilized to support parents of ELL students at Bread & Roses (documents and translators at meetings).
2. ADC, our community based partner will support us in providing workshops for our ELL parents.
3. Parent needs are evaluated through surveys and parent outreach by our parent coordinator.
4. The activities address the needs of the parents by providing them with the necessary resources (health aide, parenting workshops, counseling, etc..) they need to raise their child. We also link parents with supplemental outside or neighborhood organizations

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	0	3	0	10
Intermediate(I)										19	8	3	4	34
Advanced (A)										6	6	1	4	17
Total	0	0	0	0	0	0	0	0	0	32	14	7	8	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	3	0
	I										3	2	1	0
	A										7	6	1	4
	P										18	9	2	5
READING/ WRITING	B										7	0	3	0
	I										14	8	3	5
	A										6	7	1	4
	P										2	2	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30		13	
Math <u>Integrated</u>		36		9
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		28		2
Physics				
Global History and Geography		9		1
US History and Government		43		11
Foreign Language	5		5	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:

allow for student discussion. We will look for coherence between the in-school ESL program and the after school program.

3. Patterns across NYSESLAT modalities indicated that students are performing better in the speaking and listening than the reading/writing. In the ESL classroom there will be a greater emphasis on reading/writing and giving students direct and constructive feedback on how to improve in those areas.

4. Students take their exams in the native language and greater success is seen there. Though overall the performance on regents examinations is low, is better than when taken in their own language. During examinations students receive a test in English and in their Native Language, the majority choose to complete the exam in their native language.

b. The results from the ELL Periodic Assessments gives school leadership and teachers a snapshot of how students will perform on the NYSESLAT. Using the data teachers then differentiate their instruction to best meet the needs of students.

c. The school is learning that there needs to be more targeted work on a daily basis on reading/writing. Teachers need to use running records to keep an accurate picture of student performance and growth.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 05M685

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$295,617.25	71,746.29	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3477.85	724.71	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,389.25	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,788.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Bread and Roses will conduct a comprehensive review of the school's educational program. This review will be informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in this needs assessment will be 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. It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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.

Starting in Fall 2010, as a recipient of federal School Improvement Grant (SIG) funding, Bread & Roses is following a ‘Transformation’ intervention model to improve student outcomes, and to create a rigorous school culture that ensures all students graduate ready for success in college and in their careers. A school improvement plan has been developed in collaboration with the Abyssinian Development Corporation, a leading non-profit organization in central Harlem, which will act as the lead partner in the transformation process. In order to appropriately attend to the needs of all students, all data analysis will be examined both at the overall level and by subgroups including accountability groups, cohort, gender, ethnicity, percentiles, ELL, SWD, and more.

Overall goals of the transformation process include:

- To establish a culture where teachers are empowered and supported, where school leadership sets high expectations for all staff members, and high performers are recognized accordingly.
- To establish a collaborative teaching environment, with a focus on student literacy, where expectations are aligned across grade-levels and subjects, and teachers use data regularly to provide individualized instruction based on student need and interest.
- To ensure that all students consider post-secondary school an option; all students receive supports tailored to their individual needs; and students who are in danger of dropping out are immediately identified and receive additional supports.
- To ensure that students, parents, and staff feel ownership over the school; and the school is considered an important asset within the community.
- **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.

2010-2011 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.

Type of Professional Development

Departmental Professional Development

Instruments/Methods

- Evaluation forms
- Observations
- Observation Protocols of student work
- Student assessment data derived from teacher-generated assessments.
- Create/use rubrics

Indicators of Success

<p>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 are evident in teacher lesson planning and instructional delivery Evidence of differentiated instruction Display and utilization of rubrics in student work Ongoing collaboration between teachers, coaches and administrators to plan and implement professional development.</p>		
<p>Type of Professional Development Learning Walks Walkthroughs Intra/Inter Classroom Visitation Model Classrooms Instruments/Methods Pre/Post Visitation conference with coaches and/or administrators Checklist Observations Create/Use Rubrics Indicators of Success 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 instructional delivery.</p> <p>5. Strategies to attract high-quality highly qualified teachers to high-need schools. Recruitment and Quality to identify and engage top internal candidates from the Open Market and excess pools, as well as external candidates in key shortage areas. The school will also leverage internal networks to identify and recruit from residency programs in NYC schools, local schools of education, etc.</p>		

6. Strategies to increase parental involvement through means such as family literacy services.
The school will continue its efforts to increase the parent involvement base by meeting 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 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated

Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s) CEP
Title I, Part A (Basic)	Federal	X			347,785.00	X	
Title I, Part A (ARRA)	Federal	X			72471.00	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			2,153,897.00	X	

