



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** BREAD & ROSES INTEGRATED HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 05M/685

**PRINCIPAL:** RODNEY LOFTON      **EMAIL:** RLOFTON@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERALDINE TAYLOR BROWN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rodney Lofton	*Principal or Designee	
Timothy Smith	*UFT Chapter Leader or Designee	
Aimee Hernandez	*PA/PTA President or Designated Co-President	
Tracy Williams	DC 37 Representative, if applicable	
Jewell Fowler	Student Representative	
Jessica Richard	Student Representative	
	CBO Representative, if applicable	
Kurt H Jones	Member/	
Brent Chamberlain	Member/	
Joshua Bazan	Member/	
Andrine Wilson	Member/	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

Student attendance rate will increase by 10% from 78% to 88%.

### **Comprehensive needs assessment**

The identified need that generated this goal was based on Bread & Rose Integrated Arts (BRIA) High School need to meet the NY State Education and NY Department of Education attendance requirements. The needs assessment encompassed the entire school and was based on the attendance performance of BRIA students in relation to Citywide, Borough and Peer NY City schools.

The following data was used to identify the patterns of attendance among students:

- Four (4) year attendance rates (2007-2008; 2008-2009; 2009-2010 and 2010-2011);
- 2011-2012 attendance rate based on cohort;
- 2011-12 daily attendance; and
- 2011-12 period by period attendance

### **Instructional strategies/activities**

The research-based instructional strategies and activities that will be used to achieve this goal include:

- Revise attendance policy & practices that include period by period attendance by teaching staff;
- Develop protocols for identification of and intervention strategies for chronically absent students engaging students through weekly relationship building sessions between students and monitors;
- Design programs that reward students for meeting attendance goals;
- Working with families and school representatives to identify the causes of attendance problems and reaching mutually agreeable resolutions with the assistance of a trained mediator has some evidence for its effectiveness in decreasing truancy; and
- Institute a notification process for alerting families when students are absent or late.

### **Strategies to increase parental involvement**

The strategies and activities Bread & Rose's Title I Parent Involvement Policy (PIP) will include to achieve this goal will be:

- Conducting family workshops focused on improving school attendance and connecting parents with school contact persons;
- Home visits will be used to reduce chronic truancy; and
- Teaching parents contingency management and how to establishing routines in addition to creating incentive structures to reward positive behaviors.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies and activities used to ensure that current staff are highly qualified, in order to achieve this goal are:

- Collaborate on plans to address identify barriers to attendance;
- Monitor and implement period by period attendance effectively; and
- Support program in early identification and intervention.

**Service and program coordination**

New Vision and Abyssinian Schools will support the attendance program under NCLB coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

The following fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan are:

- Student incentive program;
- Teacher professional development;
- Parent professional development; and
- Attendance Task force meetings.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

Increase the number of students accumulating 10+ credits each year by 10% as a cohort (10<sup>th</sup> grade- from 66% to 76%, 11<sup>th</sup> grade- from 48% to 58% and 12<sup>th</sup> grade-from 54% to 64%).

### **Comprehensive needs assessment**

The identified need that generated this goal was based on Bread & Rose Integrated Arts (BRIA) High School need to meet the NYC Department of Education student credit accrual requirements. The needs assessment encompassed the entire school and was based on the student accumulating credit data of BRIA students in relation to Citywide, Borough and Peer NY City schools.

The following data was used to identify the patterns of credit earning 10+ data among students:

- Three (3) year credit earning 10+ data (2008-2009, 2009-2010 and 2010-2011).

### **Instructional strategies/activities**

The research-based instructional strategies and activities that will be used to achieve this goal Include:

- Collect, analyze and share credit accumulation data for all students beginning with cohort 2012;
- Set and monitor performance goals for students on a monthly basis by advisors; and
- Attend summer school, after school, vacation and/or Saturday Credit Recovery Program for students using Plato.

### **Strategies to increase parental involvement**

The strategies and activities Bread & Roses Title I Parent Involvement Policy (PIP) will include to achieve this goal will be:

- Sign off on performance goals agreed upon by students and advisors; and
- Monitor performance goals for students on a monthly basis.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies and activities used to ensure that current staff are highly qualified, in order to achieve this goal are:

- Monitor Credit Recovery Program using Plato.

### **Service and program coordination**

New Vision and Abyssinian Schools will support the credit accrual program under NCLB coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

The following fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan are:

- Teacher per session to monitor Plato;
- Purchase Plato Program
- School staff to assess and monitor student credit accrual program; and
- Communication mediums to contact parents.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

The number of students passing Regents exams will increase by 10%.

- Increase the percent of students who are proficient on the core Regents ELA exam (Comprehensive English) by 10% [from 58% to 68%]
- Increase the percent of students who are proficient on the core Regents Math exam (Integrated Algebra) by 10% [from 27% to 37%]
- Increase the percent of students who are proficient on the core Regents Science Exam (Environment/Earth Science) by 10% [from 21% to 31%]
- Increase the percent of students who are proficient on the core Regents Global exam by 10% [from 20% to 30%]
- Increase the percent of students who are proficient on the core Regents US History exam by 10% [from 28% to 38%]

#### **Comprehensive needs assessment**

The identified need that generated this goal was based on Bread & Rose Integrated Arts (BRIA) High School need to meet the NYC Department of Education students passing rate for Regents examination requirements. The needs assessment encompassed the entire school and was based on the student-passing rate for Regents examinations in relation to Citywide, Borough and Peer NY City schools.

The following data was used to identify the patterns of passing rate for Regents examinations:

Four (4) year passing rate for Regents examination data (2007-2008, 2008-2009, 2009-2010 and 2010-2011).

#### **Instructional strategies/activities**

The research-based instructional strategies and activities that will be used to achieve this goal Include:

- Develop clear and strong curriculum based on NYS Standards and Core Curriculum Standards;
- Implement common assessment tools and protocol for bi-weekly assessments;
- Set and monitor performance on test items for quarterly practice Regents examinations;
- Use accurate, timely data to monitor student needs and adjust instruction; and
- Provide summer school, after school, vacation and/or Saturday Regents examination review support.

#### **Strategies to increase parental involvement**

The strategies and activities Bread & Roses Title I Parent Involvement Policy (PIP) will include to achieve this goal will be:

- Sign off on performance goals agreed upon by students and advisors; and
- Monitor performance goals for students on a monthly basis.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies and activities used to ensure that current staff are highly qualified, in order to achieve this goal are:

Monitor Credit Recovery Program using Plato.

- Strengthen the ability of teachers to improve teaching and learning opportunities through the teacher effectiveness model;

- Provide high quality professional development based on curriculum, instruction and data;
- Assure that all teachers are provided on-going support from expert, caring, master and turnaround teachers;
- Assure that regular time and support is available for teachers to engage in professional dialogue and problem-solving focused on improving the quality of student work; and
- Provide professional development, inter- visitation opportunities, teacher mentorship and continuous feedback using the teacher effectiveness model.

**Service and program coordination**

Abyssinian Schools will support the Regents program under NCLB coordinated with the instructional strategies/activities to achieve this goal

**Budget and resources alignment**

The following fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan are:

- Teacher per session for professional development;
- Curriculum materials and software; and
- Turnaround and master teachers.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

Increase graduation rate by 13% from 47% to 60%.

### **Comprehensive needs assessment**

The identified need that generated this goal was based on Bread & Rose Integrated Arts (BRIA) High School need to meet the NYC Department of Education students passing rate for Regents examination requirements. The needs assessment encompassed the entire school and was based on the student-passing rate for Regents examinations in relation to Citywide, Borough and Peer NY City schools.

The following data was used to identify the patterns of passing rate for Regents examinations:  
Four (4) year passing rate for Regents examination data (2007-2008, 2008-2009, 2009-2010 and 2010-2011).

### **Instructional strategies/activities**

The research-based instructional strategies and activities that will be used to achieve this goal Include:

- Provide increased opportunities for students to develop test taking knowledge and skills necessary for acceptance into post-secondary institutions;
- Enhance dropout prevention efforts and explore multiple, proven pathways to graduation and course credit;
- Collect, analyze and share credit accumulation data and Regents data for all students beginning with cohort 2012;
- Set and monitor performance goals for students on a monthly basis by advisors;
- Provide summer school, after school, vacation and/or Saturday Regents examination review support and Credit Recovery;
- Establish baseline data to determine how many students are pursuing post graduate training and/or education
- Provide college and career readiness counseling and programs for students and parents
- Collaborate with local colleges and universities to expose students to potential post secondary opportunities; and
- Establish college and career readiness events for students and parents.

### **Strategies to increase parental involvement**

The strategies and activities Bread & Roses Title I Parent Involvement Policy (PIP) will include to achieve this goal will be:

- Sign off on performance goals agreed upon by students and advisors; and
- Monitor performance goals for students on a monthly basis.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies and activities used to ensure that current staff are highly qualified, in order to achieve this goal are:

- Monitor Credit Recovery Program using Plato.
- Strengthen the ability of teachers to improve teaching and learning opportunities through the teacher effectiveness model;
- Provide high quality professional development based on curriculum, instruction and data;
- Assure that all teachers are provided on-going support from expert, caring, master and turnaround teachers;

- Assure that regular time and support is available for teachers to engage in professional dialogue and problem-solving focused on improving the quality of student work; and
- Provide professional development, inter- visitation opportunities, teacher mentorship and continuous feedback using the teacher effectiveness model.

**Service and program coordination**

Abyssinian Schools will support the Regents program under NCLB coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

The following fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan are:

- Teacher per session for professional development;
- Curriculum materials and software; and
- Turnaround and master teachers.

**ANNUAL GOAL #5 AND ACTION PLAN**

**Annual Goal #5**

Hold a minimum of 3 family & community engagement events and/or activities.

**Comprehensive needs assessment**

School Learning Environment responses indicate a need for strategies or programs supporting an inclusive school community of students, teachers, parents and community stakeholders working collaboratively to raise student achievement.

**Instructional strategies/activities**

- Monthly meetings for all faculty and staff
- Create after-school and extended learning time opportunities
- Develop advisory programming to promote high expectations, college readiness and planning
- Regular communication about student progress between teachers and parents/families

**Strategies to increase parental involvement**

- Town hall meetings for parents, guardians and families
- Newsletters to teachers, parents and families
- College financial aid workshops
- College fairs/ field trips for students and families
- Form Restart Advisory Group

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Strengthen relationships and training in parent/ family/ community engagement.
- Teacher goal setting re: communications with parents and families.

**Service and program coordination**

Abyssinian Schools will support the family & community engagement events coordinated with instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

The following fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan are:

- Family and Community Engagement staff and support from Abyssinian EPO
- Per session costs for teachers engaged in ELT programming
- Parent coordinator and parent volunteers
- Supplies for parent meetings

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			N/A	N/A				
<b>1</b>			N/A	N/A				
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	100	100	N/A	50	40	10	8	70
<b>10</b>	80	70	N/A	50	25	10	15	50
<b>11</b>	50	50	N/A	60	25	8	10	40
<b>12</b>	50	30	N/A	70	15	10	5	30

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Grades 9 as well as all of the ESL classes use Read 180 in small groups as well as one to one during the day. An ELA skill building is also provided for the 9th grade in small groups during the day as well as after-school and Saturdays. Grades 10—12 is provided ELA in small groups and tutoring after-school & Saturdays.
Mathematics	Grade 9 is provided math skills classes in small groups during the day as well as tutoring after-school and Saturdays. Grades 10-12 is provided math tutoring after-school and Saturdays.
Science	Grades 10-12 is provided science portfolio support after-school and on Saturdays.
Social Studies	Grades 9-12 is provided social studies tutoring after-school and on Saturdays.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides at-risk counseling in small groups and one to one during the day.
At-risk Services provided by the School Psychologist	The School Psychologist provides one to one ERSA counseling to students identified for the specific service.
At-risk Services provided by the Social Worker	The School Social Worker provides one to one ERSA counseling to students in small groups and one to one who are identified for the service during the day.
At-risk Health-related Services	At-Risk Health related services are provided in small groups and one to one during the day and after-school.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 05M685 **School Name:** Bread & Roses Integrated High School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     \*Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             \*Comprehensive

**Intervention:**     \*School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The specific academic issues that caused the school to be identified are

The School Quality Review identified the following areas that need to be improved:

- Develop solid and standards-aligned curriculum, in all content areas, that offers the opportunities to develop rigorous academic tasks for students at all levels;
- Deepen teacher understanding and skills in the use of differentiated instructional strategies to ensure consistency in teaching across classrooms;
- Refine practices in assessment development to promote immediate and appropriate teacher usage in making adjustments to instruction;
- Ensure that classroom goal setting is differentiated to meet the learning needs of each student; and
- Create structures that promote regular and thorough examination of instructional and organizational decisions to ensure that policies and practices continue to improve student achievement.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Bread & Roses Integrated High School will take a school-wide approach based on the principle that comprehensive reform interventions rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. Our school-wide intervention touches on all aspects of the school's operation and offers an appropriate option for students to improve academically with a focus on reading, writing and discussion. The three (3) main core elements of the interventions are:

1. Develop common core standards-aligned curriculum, in all content areas, that offers the opportunities to develop rigorous academic tasks for students at all levels;
2. Offer high-quality, ongoing professional development in the following areas:
  - a. Data-driven instruction
  - b. Differentiation of instruction
  - c. Teacher Effectiveness

- i. Planning and Preparation
  - ii. The Classroom Environment
  - iii. Instruction (Question & Discussion, Engaging Students in Learning & Using Assessment in Instruction (Frequent Assessment of Student Progress))
  - iv. Reflecting on Teaching
3. Create strategies to increase student learning opportunities
- a. Super Saturday Program (Regents Preparation, Portfolio, Credit Recovery)
  - b. Extended Learning Time (Enrichment, Regents Preparation, Portfolio, Credit Recovery)
  - c. School Day (Enrichment, Regents Preparation, Portfolio, Credit Recovery)
- 

## **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The professional development that will be the focus of the 10 percent of the Title I funds will be:

Offer high-quality, ongoing professional development in the following areas:

- a. Data-driven instruction
  - b. Differentiation of instruction
  - c. Teacher Effectiveness
    - i. Planning and Preparation
    - ii. The Classroom Environment
    - iii. Instruction (Question & Discussion, Engaging Students in Learning & Using Assessment in Instruction (Frequent Assessment of Student Progress))
    - iv. Reflecting on Teaching
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The four (4) new teachers are working directly with the Master Teacher. The Master Teacher was selected to serve as an instructional leader, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor and coach of other teachers. They are identified as peer leaders and will be an integral part of a school's transformation strategy. The Master Teachers works an additional 100 hours per year and a minimum of two periods per day are dedicated to Master Teacher responsibilities as agreed upon with the school principal (see the posting for a menu of possible responsibilities).

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.

Parents will be notified that the school is identified for school improvement by a letter, telephone messenger, parent meetings and focus groups.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Barbara Gambino</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>685</b>
School Name <b>Bread and Roses High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Dr. Rodney Lofton</b>	Assistant Principal <b>Marcellus Stovall</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nicholas Deming</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jacqueline White</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. 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	<b>2</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>575</b>	Total Number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>16.87%</b>
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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 students are administered the HLIS upon arrival, including the informal oral interview in English and, if possible in the home language (Bread and Roses staff includes Spanish, French and Haitian Creole speakers). The HLIS is administered by a trained member of the school staff along with a pedagogue and determines if the child is eligible for the LAB-R, what language they speak at home, as well as their educational history both in and out of the U.S. The informal English interview is conducted by the same staff member and consists of a brief conversation about the student's background and interests. Results are then passed on to the faculty and administration at large.

Students are then given the LAB-R and the initial formal assessment by one of the two licensed ESL teachers (both of whom are multi-lingual). The LAB-R is given within the first 10 days of the student's arrival. ELLs are then determined based on their LAB-R scores. In addition both ESL teachers survey content area teachers to find any new ELLs who may not have been identified through the initial process. The NYSESLAT is administered every spring by the ESL teachers. In order to ensure that all eligible students take the NYSESLAT, lists of the appropriate students are generated, using LAB scores, ESL rosters and ATS reports. For the listening, reading and writing sections, students are placed into clusters with an ESL teacher to take the test as a group. Absent students are given make-up opportunities. For the speaking section, the two ESL teachers individually pull-out designated students and administer the test one on one.

All of the various parts of the intake process (HLIS, LAB-R, etc.) are conducted by the school staff along with the presence of at least one of the two trained and licensed ESL pedagogues - Nicholas Deming or Zalykha Mokim.

2) The parent coordinator informs parents of their program choices through letters and phone and personal contact using bilingual staff where necessary. This process is done within the first two weeks. The parents are then brought into the school to watch a DVD outlining the three programs. At this time they meet with the ESL staff and discuss their options. This occurs within 2-3 weeks of administering the LAB-R. When the parents choose an option not offered by Bread and Roses, such as a Dual-Language program, parents presented with the information from other schools in the region that do offer that program.

3) Letters are distributed both to students in person and mailed to the homes in English and the home language. Students receiving the letters are identified based on LAB-R and NYSESLAT reports, thus insuring that all ELLs or potential ELLs receive one. A dedicated file is kept of the entitlement letters in the main office. Similarly, parent surveys and program selection forms are also kept in a dedicated file. School staff and the parent coordinator follow-up to ensure return of the survey and program selection forms.

4) Students desiring placement in a freestanding ESL program are immediately placed in an ESL class based on their language level. Placement letter records are maintained in a dedicated file. Those students desiring a transitional bilingual program are given the appropriate information regarding these programs at other schools. Continued entitlement letters are distributed to all ELLs at the start of each school year.

- 5) The vast majority of parents at Bread and Roses have selected freestanding ESL. The school has monitored trends in parent choices by comparing their choices on a year to year basis. These trends are taken into consideration in planning future programming. For instance, they have helped to determine the school's decision to continue with the free-standing ESL program.
- 6) As the majority of parents select ESL, the Bread and Roses program models are in line with parent preference.

## 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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%;40% → 50%;50% → 75%;25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%;50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	3	2	7
<b>Push-In</b>										1	1			2
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	3	2	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	14
SIFE	7	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	28

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	7	3	32	0	4	28	0	7	97
Total	37	7	3	32	0	4	28	0	7	97

Number of ELLs in a TBE program who are in alternate placement: 0

### 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
<b>TOTAL</b>	<b>0</b>													

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**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										36	36	15	6	93
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>37</b>	<b>37</b>	<b>17</b>	<b>6</b>	<b>97</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1&2) 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 Bread and Roses schedule allows for all mandated minutes by placing ESL students in daily, double block periods of 50 minutes each, along with an additional pull-out or free-standing single period for those ELLs that are mandated to receive 540 minutes.

In addition, one of the school's licensed ESL teachers devotes a period a day to pushing in to Science and Social Studies classes with large clusters of ELL students to assure their progress in those content areas.

Native language support for Spanish Speaking ELLs (over 95% of the ELL population) is provided in their Spanish class.

3) The ESL program employs a modified RAMP-UP to Literacy Curriculum. In addition, the Read 180 program is used selectively to provide support to ELL students struggling with reading skills. 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.

Native language support for ELLs in the content area is provided by one push-in ESL teacher along with two Spanish speaking paras that work full-time in the building in classes with large ELL concentrations. General support for ELLs in their content area classes comes from

## A. Programming and Scheduling Information

a push-in period from one of the ESL teachers, along with help as needed in their ESL class and in the after-school tutoring program.

4) While Bread and Roses does not have a bi-lingual program and, as such, ELL students do not take classes in their native language, it does provide opportunities for them to be assessed in their native language. The school's ESL teachers work collaboratively with content area teachers and often will grade the students' work in Spanish if they are not yet capable of producing it in English. This does not hold true for the ESL classes, however, where work produced is in the target language - English.

5) Differentiation is a daily practice in the school's ESL classrooms. Lesson plans are crafted to assure differentiation at the level of product and process, product and content.

A) SIFE students are offered extra support through the after-school program. In addition, a smaller free standing ESL class has been designed for SIFEs and ELLs with low NYSESLAT scores to provide these students with more one on one and small group time with the instructor. Bread and Roses has found that these students respond best in such a small setting.

B) The focus of the school's free-standing ESL program is on those ELLs that have been in the country less than three years. These students receive double-blocks of ESL daily, in addition to after school ESL and, in some cases, push-in support.

C&D) ELLs that have been in the country and long-term ELLs are treated on more of a case to case basis. Many of them, especially those in the 4-6 year category are mixed in with the newcomers for double-block ESL periods, based on their NYSESLAT scores. While the majority of long-term ELLs are either given a single period of ESL or receive push-in or after school support.

6 & 7) All classroom libraries have been stocked with English-Spanish dictionaries and a wide array of texts that are of high interest and accessible to ELLs. For lower level ELLs Bread and Roses ESL classrooms offer a wide array of class sets of the Oxford Bookworms Series for ELLs. The school also has numerous copies of the Oxford Picture Dictionary for students who are in their first year in the country and as of yet have minimal English. The ESL classrooms also have highly differentiated and engaging independent reading libraries. The National Geographic Edge Series is also used by ESL teachers.

Dedicated paras are provided (if mandated by their IEP) for ELLs-SWDs. Furthermore, many of these students are also placed in both free-standing ESL and self-contained Special Education classes, per their IEPs. Should a student's IEP mandate bilingual instruction, the school attempts to place the student in a school where such a program is offered.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

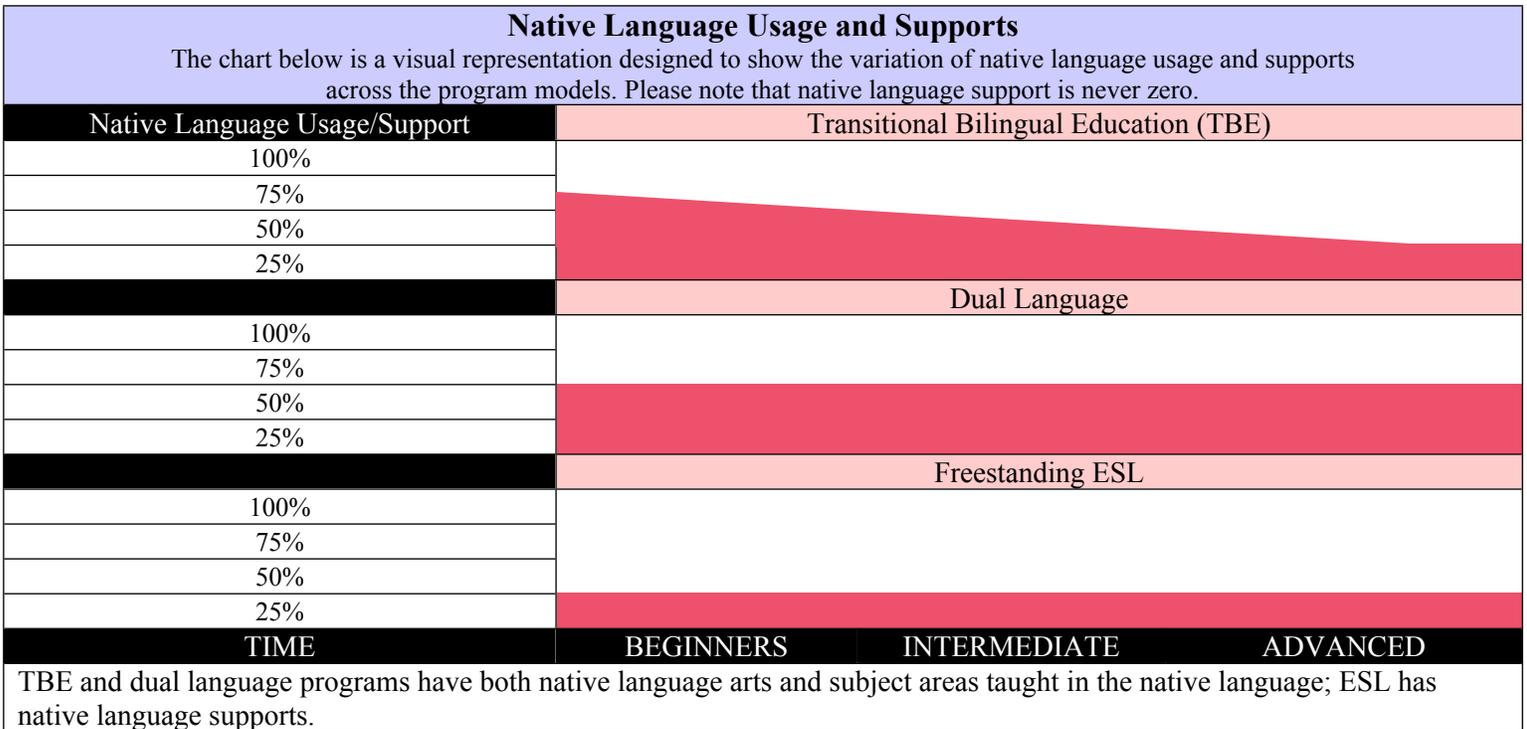
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

## B. Programming and Scheduling Information--Continued

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

8) All Mathematics classrooms also 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

22

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 afterschool 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), 3 times per week (Mon., Tues. and Thurs.)

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

The students native language is used if appropriate in all of these interventions.

9) ELLs that have reached proficiency on the NYSESLAT and tested out of ESL receive on-going support developed on a case-by-case

## B. Programming and Scheduling Information--Continued

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

8) All Mathematics classrooms also 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

22

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

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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

The students native language is used if appropriate in all of these interventions.

9) ELLs that have reached proficiency on the NYSESLAT and tested out of ESL receive on-going support developed on a case-by-case

## 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?

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.

Translation services are provided by Creole, French and Spanish speaking staff, including the ESL teachers.

Furthermore, outreach to and support of the parents is provided through Bread and Roses' affiliation with the Abyssian Development Corporation.

The parent coordinator is vital in supporting ELL parents as she, along with bilingual school aides, regularly canvasses the parents to determine their needs. This is done both in person at parent/teacher conferences and on the phone throughout the year.

## 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)?

Paste response to questions 1-5 here

## 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) The two ELL teachers will be enrolled in the ELL Language and Leadership Institute workshops in addition to a number of other professional development sessions that arise during the year. In addition, other faculty working with ELLs will take professional development classes in terms of working with ELLs as opportunities arise during the year. These faculty members include: subject area teachers, special education teachers and guidance counselors. The dates of the ELL Language and Leadership Institute are as follows: 10/21 & 22; 12/9 & 10; 2/10 & 11; & 3/23 & 24. Other PD sessions will be scheduled as they arise.

Workshops for staff in the content area will focus on the pedagogy of teaching content to ELLs in a heterogeneous classroom setting.

2) A two day Freshmen Orientation to High school is provided each August for all incoming freshmen students including ELLs. Staff and guidance counselors are actively supported by school leadership and administration and encouraged to attend PD sessions and to visit other schools with similar ELL demographics in order to adopt best practices.

3) 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 assistant principal. Community based organizations for English

## D. Professional Development and Support for School Staff

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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 an assistant principal. Current articles about best practices for English Language Learners will be the topics of study.

Frequency: Twice per month beginning January 2012 to May 2012

Target audience: ELL and general Education teachers

Personnel 5 Teachers

Professional Reading: "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons

Records of this work are maintained by a designated secretary.

## E. Parental Involvement

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4. How do your parental involvement activities address the needs of the parents?

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Furthermore, outreach to and support of the parents is provided through Bread and Roses' affiliation with the Abyssian Development Corporation.

The parent coordinator is vital in supporting ELL parents as she, along with bilingual school aides, regularly canvasses the parents to determine their needs. This is done both in person at parent/teacher conferences and on the phone throughout the year.

# 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)										10	7	3		20
Intermediate(I)										17	15	5	6	43
Advanced (A)										10	15	9		34
Total	0	0	0	0	0	0	0	0	0	37	37	17	6	97

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

## 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:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

## 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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	26		14	
Integrated Algebra	40		16	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math				
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	35		6	
Physics	0		0	
Global History and Geography	16		5	
US History and Government	17		3	
Foreign Language				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
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  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

**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

<b>School Name: <u>Bread and Roses High School</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Rodney Lofton	Principal		1/1/01
Marcellus Stovall	Assistant Principal		1/1/01
Jacqueline White	Parent Coordinator		1/1/01
Nicholas Deming	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bread and Roses High School	DBN: 05M685
Cluster Leader: Debra Madanaldo	Network Leader: Barbara Gambino
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Bread and Roses implements an after school tutorial program to service roughly 30 ELLs. The focus of the program is on supporting ELLs in their content area classes, especially Science and Social Studies, areas in which they have historically struggled. The program focuses on newcomers to the country (3 years or less) that have scored at the Intermediate level or below on the NYSESLAT. It services grades 9-12. The program meets four days a week for 1.5 hours a day. All instruction is provided in English with bilingual support in Spanish and French as needed. Instruction will be provided mainly by two certified ESL teachers (Mr. Deming & Ms. Mokim), one certified bilingual instructor (Ms. Gonzalez). The materials used will include bilingual social studies texts, laptop computers and Read 180.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 1) The two ELL teachers will be enrolled in the ELL Language and Leadership Institute workshops in addition to a number of other professional development sessions that arise during the year. In addition, other faculty working with ELLs will take professional development classes in terms of working with ELLs as opportunities arise during the year. These faculty members include: subject area teachers, special education teachers and guidance counselors. The dates of the ELL Language and Leadership Institute are as follows: 10/21 & 22; 12/9 & 10; 2/10 & 11; & 3/23 & 24. Other PD sessions will be scheduled as they arise.

Workshops for staff in the content area will focus on the pedagogy of teaching content to ELLs in a heterogeneous classroom setting.

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

Staff and guidance counselors are actively supported by school leadership and administration and encouraged to attend PD sessions and to visit other schools with similar ELL demographics in order to

### Part C: Professional Development

adopt best practices.

#### 3) Professional Development Program

Name of Program: LEP Study group

Objective: Strengthening instructional practices for ELLs.

Description: The teachers who are instructing the ELLs in the after-school program, including ESL, Bi-Lingual and content area teachers will meet. The group of teachers will look at students' data such as writing samples and interim assessments. Other facilitators will include the principal and an assistant principal. Current articles about best practices for English Language Learners will be the topics of study.

Frequency: Twice per month beginning January 2012 to May 2012

Target audience: ELL and general Education teachers

Personnel 5 Teachers

Professional Reading: "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons

Records of this work are maintained by a designated secretary.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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 D: Parental Engagement Activities**

Translation services are provided by Creole, French and Spanish speaking staff, including the ESL teachers.

Furthermore, outreach to and support of the parents is provided through Bread and Roses' affiliation with the Abyssian Development Corporation.

The parent coordinator is vital in supporting ELL parents as she, along with bilingual school aides, regularly canvasses the parents to determine their needs. This is done both in person at parent/teacher conferences and on the phone throughout the year.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$10,813.00	3 Teachers  15 week program  6 hrs per week
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$387.00	Supplies and materials will be purchased to support the Title III afterschool program
Educational Software (Object Code 199)		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>	\$11,200	