



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** BREAD & ROSE INTEGRATED ARTS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M685

PRINCIPAL: RODNEY LOFTON

EMAIL: [RLOFTON@SCHOOLS.NYC.GOV](mailto:RLOFTON@SCHOOLS.NYC.GOV)

SUPERINTENDENT: ANTHONY LODICO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Lenny Diggs	*UFT Chapter Leader or Designee	
Aimee Hernandez	*PA/PTA Co-President	
Yvette Patrick	*PA/PTA Co-President	
Tracy Williams	DC 37 Representative, if applicable	
Antoine Corley	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Jailyn Lord	Student Representative	
	CBO Representative, if applicable	
Evelyn Watson	Parent	
Saint Perry	Parent	
Rashetta Miller	Parent	
Ana Perkins	Parent	
Desiree Frazier	Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Pooja Bhaskar	UFT	
Zalykha Mokim	UFT	
Marlena Nadler	UFT	
Jose Sagustume	UFT	
Andrea Wilson	UFT	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.



**Service and program coordination**

- Fiscal and human resources will be coordinated with instructional strategies/activities. To accomplish this goal it will require professional development and costs associated with developing surveys and documents (per session, training rate and substitute teacher).

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards (School Quality Review 1.1, p.6).
- Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (School Quality Review 4.2, p.6).

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- During the 2012-2013 school year, each department in the core content areas (ELA, Math, SS, Science) will write, revise and implement at least two (2) Common Core-aligned units that:
  - Are well-aligned to selected standards as indicated by CCLS alignment protocols;
  - Embed the skills outlined in the relevant CC instructional shifts; and
  - Assess increased student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge.
- The school leadership and teachers will support and facilitate the implementation of a coherent curriculum ensuring unit and lesson plans are aligned to the curriculum on a monthly basis based on evidence of 80% of the observations.
- The school leadership and teachers will ensure that teacher collaboration within and across grades and subjects occurs weekly as demonstrated by department notes and data, to support quality curriculum, instruction, assessment and student achievement on a weekly basis.

**Instructional strategies/activities**

a) Strategies/activities

Weekly department and inquiry common meetings focus on the curriculum, the development of units and lesson plans, instruction, and assessment across grades and subjects.

School leadership and teachers monitor the utilization of the standardized aligned curriculum units, lesson plans, Common Core Learning Standards (CCLS) tasks, instructional practices, and assessment across grades and subjects through learning walks, observations, department & inquiry meetings, and the collection and review of data from HSST, Regents, exit tickets and learning walks, observations.

b) Key personnel and other resources

School Staff, Administration, New Vision personnel

c) Identify targets

Semester units (100%), daily lesson plans (90%), two (2) Common Core Learning Standards (CCLS) tasks (100% of content subject teachers)

Weekly agendas, attendance (85%), usage of units, lesson plans, review of data from HSST, Regents, exit tickets and learning walks, observations (85%)

d) Timeline for implementation

2012-2013

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/SWP

**Service and program coordination**

- Fiscal and human resources will be coordinated with instructional strategies/activities. To accomplish this goal it will require professional development costs associated with developing surveys and curriculum and unit planning costs (per session, training rate, substitute teacher and supplies).

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products (School Quality Review 1.2, p.6).
- Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers (School Quality Review 4.1, p.7).

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Teachers will use instructional practices and strategies and lesson plans based on informed data (formative, summative, interim, attendance, IEPs, NYSESLAT, HSST, Regents, exit tickets, learning walks, observations etc.) to develop unit and daily lesson plans using Charlotte Danielson rubric (Designing Coherent Instruction; Using Questioning and Discussion; and Engaging Students in Learning) 75% of the time on a daily basis.
- Teachers will provide coherent, engaging instruction that enables students to achieve individual goals, align with the curriculum that leads to student achievement using Charlotte Danielson rubric (Designing Coherent Instruction; Using Questioning and Discussion; and Engaging Students in Learning) 75% of the time on a daily basis.

**Instructional strategies/activities**

a) Strategies/activities

Teachers will have learning opportunities (Learning walks, inter-visitations, Charlotte Danielson model workshops, book talks, external workshops, articles, ARIS learn etc) on instructional practices and strategies with a focus on designing coherent instruction, using question and discussion, and engaging students in learning.

During weekly department and inquiry common planning meetings teachers will work collaboratively on designing coherent lesson plan, instructional practices and strategies and using data to inform instructional practices and strategies.

b) Key personnel and other resources

School Staff, Administration

c) Identify targets

Teachers will use informed data as demonstrated in their unit and daily lesson plans on a weekly basis.

Teachers will provide coherent, engaging instruction as measured by the Charlotte Danielson unit as observed during observations and learning walks in 75% of the classrooms

Teachers will use an informed data source (formative, summative, interim, attendance, IEPs, NYSESLAT, HSST, Regents, exit tickets, learning walks, observations etc.) to develop units and lessons based on a review by administration 75% of the time.

Teacher effectiveness goal meeting November, February and April 2013

Teacher liaisons and AP will turnkey CCLS training supporting teachers (100%) in implementing instructional shifts.

d) Timeline for implementation

November 2012-May 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/SWP

**Service and program coordination**

- Fiscal and human resources will be coordinated with instructional strategies/activities. To accomplish this goal it will require costs associated with professional development (per session, training rate and substitute teacher) and materials (Danielson and other research books)

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Create structures that promote regular and thorough examination of instructional and organizational decisions to ensure that policies and practices continue to improve student achievement (School Quality Review p. 5).

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- In the 2012-2013 school year, the school leadership will develop a system and partnership that supports and sustains social and emotional development, to improve attendance by 5%, and improve credit accumulation by 10% for those at-risk students known by a designated adult.
- All stakeholders will be able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student achievement as measured by the June School Survey at 70%.

**Instructional strategies/activities**

a) Strategies/activities

The school leadership, student support team, and The Achievement Institute at Columbia University will develop a system that addresses the social and emotional developmental health needs of students where each child is known by a designated adult.

The school leadership, student support team, and The Achievement Institute at Columbia University will develop a referral process to address the social and emotional developmental health needs of students.

Student support team and The Achievement Institute at Columbia University will administer a survey to the students to identify the areas of need connected to social and emotional developmental health.

Student support team and The Achievement Institute will provide professional development on students' social and emotional development.

b) Key personnel and other resources

Administration, guidance counselors, social workers, attendance teacher, and Columbia University staff.

c) Identify targets

A system will be established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.

A referral process will be established to address social and emotional developmental health needs that might influence academic success.

A data analysis of student achievement and attendance for those at-risk students who received social and emotional support will show 5% increase in attendance and 10% increase in credit accumulation.

100% staff/teachers will attend The Achievement Institute PD.

Data from survey and ORRS Report

d) Timeline for implementation

System developed -April 2013

Referral process-February 2013

Survey items on social & emotional needs and school safety- February 2013 and June 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/SWP

**Service and program coordination**

- Fiscal and human resources will be coordinated with instructional strategies/activities. To accomplish this goal it will require costs associated with professional development (per session, training rate and substitute teacher) materials, (research books), development of systems, (per session, training rate and substitute teacher) and telephone/email messaging system, group and one-to-one student services (per session, training rate and substitute teacher) and transportation of pupils (contractual).

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Engage in an open exchange of information with students and families regarding students' learning needs and outcomes (School Quality Review 2.4, p.6).
- Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?(School Quality Review 3.4, p.7).

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility

6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- The school will create a culture that welcomes and fosters a feeling of belonging and trusts, encouraging families to frequently engage with the school leading to student success by encouraging parents to participate in student learning by volunteering for school activities (trips, assemblies, classroom instruction etc.) as measured by the June School Survey at 70%.
- The school will engage in effective planning and reciprocal communication with family and community stakeholders through the use of surveys, Facebook, Skedula, phone bank, school-wide meeting and backpacked documents as measured by the June School Survey at 70%.

**Strategies to increase parental involvement and engagement**

a) Strategies/activities

The school leadership, parent coordinator, staff and parent association leadership will communicate with all parents through telephone, email and backpacked documents informing them of important information and meetings.  
 The school leader, parent coordinator and PA president will collect information for the monthly calendar. The parent coordinator will backpack monthly calendars to all students.  
 Parents will receive instructions and a password to access their child's academic and social information.  
 PA will develop a Facebook page for the purpose of communicating to all stakeholders.

b) Key personnel and other resources

School staff, administration, parents and partner agencies will facilitate this goal and action plan

c) Identify targets

The school will focus on developing a system to provide and receive information from family and the community.

d) Timeline for implementation

System for communicating-February 2013  
 Survey items- February 2013 and June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/SWP

**Service and program coordination**

- Fiscal and human resources will be coordinated with instructional strategies/activities. A family and community task force will be created to address this goal and action plan. The task force will be comprised of members of the School Leadership Team and the Parent Coordinator. School stakeholders, the network and central office staff and external community organizations will provide professional development. To accomplish this goal it will require costs associated with professional development (per session, training rate, parent stipend and substitute teacher) materials, (research books), development of system, (per session, training rate and substitute teacher), supplies and telephone/email messaging system.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Differentiated instructional methods, progress monitoring, modified student performance products, identify areas of need, reinforce ELA strategies and skills by all content staff	Small group, one-to-one	During the school day, after school and Saturdays
Mathematics	Differentiated instructional methods, progress monitoring, modified student performance products, identify areas of need, reinforce mathematical fluency by all content staff	Small group, one-to-one	During the school day, after school and Saturdays
Science	Differentiated instructional methods, progress monitoring, modified student performance products, identify areas of need, reinforce writing strategies and mathematical fluency by all content staff	Small group, one-to-one	During the school day, after school and Saturdays
Social Studies	Differentiated instructional methods, progress monitoring, modified student	Small group, one-to-one	During the school day, after school and Saturdays

	performance products, identify areas of need, reinforce writing strategies and document based questions by all content staff		
Special Education & ESL	Differentiated instructional methods, progress monitoring, modified student performance products, identify areas of need, reinforce ELA and mathematical fluency strategies	Small group, one-to-one	During the school day, after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services will be provided based on referral from staff by guidance counselor, social worker and the Achievement Institute staff	Small group, one-to-one	During the school day and after school

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Student achievement is highly influenced by teacher quality so Bread & Rose Integrated Arts High School takes supporting and retaining quality teachers very seriously.

#### **Recruitment**

For the 2012-2013 school year, we hired over 50% new teachers. We stepped up our recruitment efforts and aggressively sort teacher candidates that came from strong pools supported by NYC Teacher Fellows, NYC Residency Program, and Teach for America. Our screening process was comprised of four key areas of teacher quality: content knowledge, teaching experience or a demonstration lesson, professional certification; and overall fit for the school.

#### **Retention**

Bread & Roses Integrated Arts High School is working to provide an environment in which teachers work a professional by replacing administrative form of management with a model that allows for teacher collaboration and autonomy. We provide valuable systems of professional conversation through common planning department and inquiry team meetings.

#### **Assignments**

Teachers are assigned based on their license area, Regents experience, the school's need and their personal preference.

#### **Support**

We maintain an intensive program that entails multiple facets of support: internal professional development, external professional develop (New Visions, ASCD etc.), inter-visitation, inquiry teams, action research, learning walks and demonstration lessons. Moreover, new teachers are supported through teacher mentors, school leadership, university coaches and their teacher recruitment association (Teacher Fellows, NYC Residency Program, and Teach for America). This support extends throughout the school year and engages the teachers as active learners. We also follow a teacher effectiveness model using Charlotte Danielson that focuses on instructional practices with frequent opportunities for feedback and reflection.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 &amp; Roses Integrated High School</b>			

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

Principal <b>Rodney Lofton</b>	Assistant Principal <b>Kairis Cox</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Zalykha Mokim</b>	Guidance Counselor <b>Denis Alvarez</b>
Teacher/Subject Area <b>Christopher Bennet/ESL</b>	Parent <b>Aimee Hernandez</b>
Teacher/Subject Area <b>Arturo Lazaro/Math</b>	Parent Coordinator <b>Jacqueline White</b>
Related Service Provider <b>Yvette Riddick</b>	Other <b>type here</b>
Network Leader <b>Barbara Gambino</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	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
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>450</b>	Total Number of ELLs	<b>83</b>	ELLs as share of total student population (%)	<b>18.44%</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. [i](#)

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

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish										24	27	10	13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										3	2	1	1	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	27	29	11	14	81

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

## A. Programming and Scheduling Information

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 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 as 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:

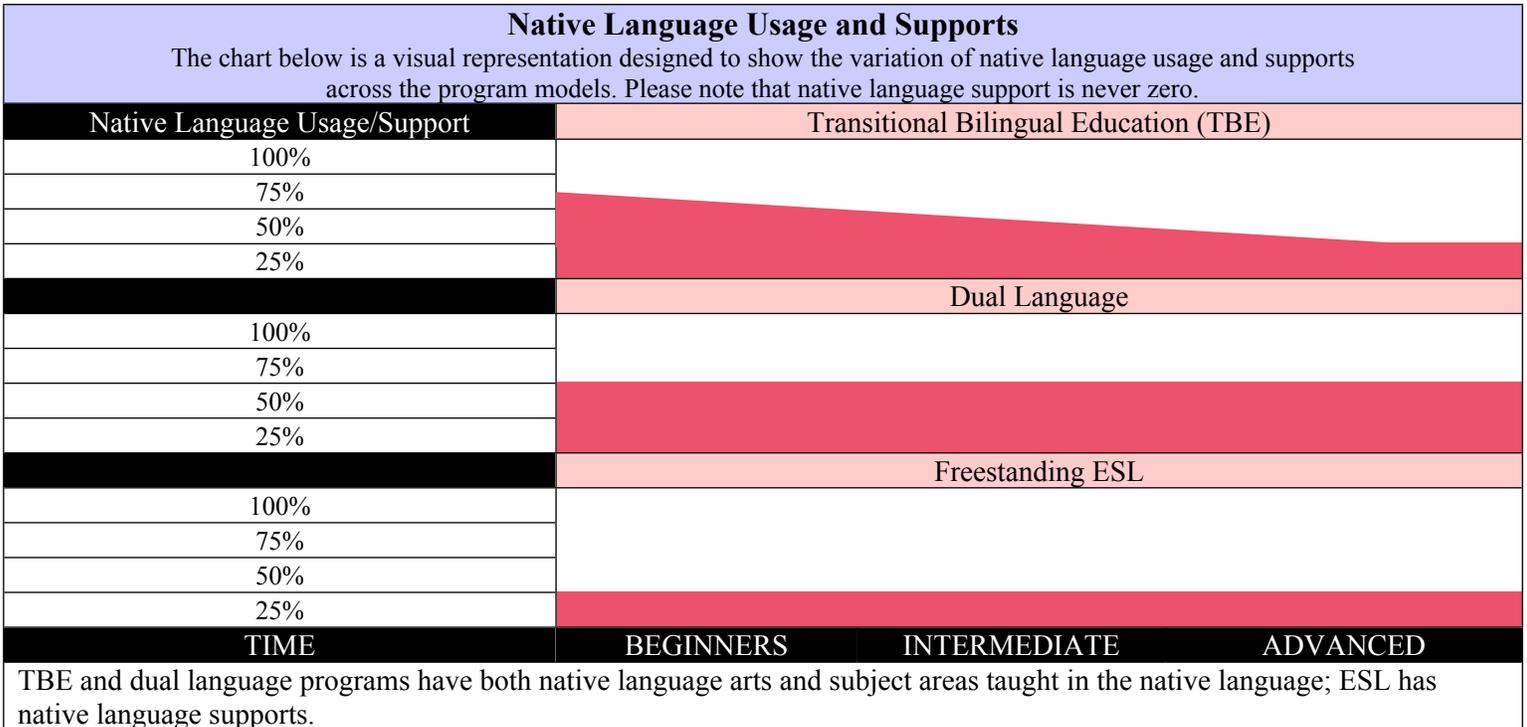
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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 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

All ELA classes employ a modified RAMP UP to Literacy Curricula. Teachers have worked collaboratively to develop common core 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 basis. In some cases, should their schedule permit it, they have been placed in an Advanced, long-term ELL single period ESL class. In other cases they receive extra support from a push-in teacher or in the after-school tutoring program.

10) The school is looking at expanding Read 180 for all of its ELL students, as well as System 54, a Read 180 style program from Scholastic for very low level readers. This program will work well with beginning ELLs for whom Read 180 is too advanced.

11) Bread and Roses does not anticipate discontinuing any ELL programs at the moment.

12&13) See responses for 6&7. In addition, special effort is made to assure that ELLs participate in all school wide programs. Flyers and announcements are made in English and Spanish and targeted outreach is provided to ELLs during their ESL period. The after-school ESL program has the goal of improving the grades and Regents scores of ELLs in their content area classes, as Bread and Roses noticed that many ELLs were struggling in these classes, particularly in history and science.

Some native language materials, most notably a classroom library of high interest books, is available to the students in their Spanish class.

14) Native language support in the ESL classes is provided only as a bridge to help students access the English only material in the class. For instance, the ESL teacher (both of whom speak the students' home language) may briefly use the native language to access students' prior knowledge in order to make a pedagogical connection.

15) Yes, all services and classroom materials are grade and age appropriate.

16) New ELLs, particularly freshmen ELLs are supported as part of the month long Freshmen academy conducted in the Summer prior to the start of the school year. Here they are taught not only basic English skills, but also instructed on the essential social and academic skills needed to achieve success in high school.

17) Spanish

### **C. Schools with Dual Language Programs**

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

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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.

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

Frequency: Twice per month beginning January 2013 to May 2013

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

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.

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
													L

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)										12	5	2		19
Intermediate(I)										19	15	7	7	48
Advanced (A)										3	9	3	5	20
Total	0	0	0	0	0	0	0	0	0	34	29	12	12	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3		1	
	I										7	6	2	
	A										7	5	2	3
	P										9	9	4	5
READING/ WRITING	B										7	3		
	I										15	9	7	2
	A										4	5		6
	P										1	3		

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	29		8	
Integrated Algebra		57		10
Geometry		0	0	
Algebra 2/Trigonometry		0	0	
Math		0	0	
Biology		0	0	
Chemistry		0	0	
Earth Science		4	0	0
Living Environment		31		0
Physics		0	0	
Global History and Geography		31		0
US History and Government		26		1
Foreign Language		7		7
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. 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:</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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 05M685      **School Name:** Bread and Roses Integrated Arts HS

**Cluster:** \_\_\_\_\_      **Network:**

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To determine the primary language spoken by each parent, the Adult Preferred Language Report is reviewed. This is cross referenced with emergency blue cards to see if any languages need to be updated. This information is maintained via blue cards and HILS for newly arrive LEP's.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings yielded that for 83 of our students are identified as ELL, however approximately 125 parents are LEP. Written translation and oral interpretation needs to be provided in Spanish and French to our LEP parents. Currently the preferred language of the parents are as follows:

- 1 Haitain Creole
- 1 Mandinka
- 145 Spanish
- 4 French

These findings will be reported to staff in faculty conferences, common planning times, and inquiry meetings.

## Part B: Strategies and Activities

---

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

Written translation services are provided by in house personnel fluent in English, Spanish, French and Haitian Creole. Parents of newly arrive ELL's are provided with a translated Bill of Parents Rights and responsibilities upon their initial intake meeting. The parent coordinator will reach out to all families identified in APLR to determine whether they have a recent copy of the Bill of Parents Rights and Responsibilities. To ensure all school documents are translated in a timely way, all memorandum/letters are given to personnel 5 days in advance prior to disbursement to students. Oral translation is provided by in house staff. The Translation Unit also provides interpretation service when in house school personnel are not available. In house personnel are notified in advance of group meetings to ensure they are available. For unannounced one-on-one meetings the translation unit provides translation. All school personnel who interface with parents have been provided with the steps necessary to utilize the translation unit.

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

For Spanish and French speaking parents oral interpretation services are provided by in-house staff, there are several Spanish/French speaking personnel on the teaching and guidance staff. With several personnel on staff, Bread and Roses is able to accommodate the needs of the Limited English proficient population. Should in house personnel not be available the school uses the NYCDOE Translation and Interpretation Unit.

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

For new admits whose parents are limited English proficient, they receive the Bill of Parents Rights and Responsibilities. They will also be informed that they have the right and will receive all communication in their native language. All meetings, conversations, and documents pertaining to their child will be in their native language. Parents are reminded during the first letter to families by the principal of their right to receive all written and oral communication in the language of their choice. During PTA, SLT, and Parent Teacher Conferences parental notification is reinforced.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: <a href="#">Bread and Roses High School</a>	DBN: <a href="#">05M685</a>
Cluster Leader: <a href="#">Deborah Muldino</a>	Network Leader: <a href="#">Barbra Gambino</a>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# 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:

Program: Bread and Roses will be offering an after school ELL targeted intervention program for our approximately 30 beginning and intermediate ELL students in grades 9-12.

Rationale (with data): We have data showing that these students are particularly struggling in their content area classes, so our 3 teachers (Ms. Mokim-ESL, Mr. Bennett-ESL, and Ms. Gonazalez-Bilingual) will offer interventions to these students in order to increase their achievement in the content areas.

Following marking period 1 (2012), only 68% of ELL students were passing their content area subjects, and the pass rate for Regents (June 2012) in Algebra and Living Environment are below 20% for ELL students at Bread and Roses.

Subgroups and Grade Levels served: Beginning and Intermediate ELLS in grades 9-12. This is approximately 30 students as identified through Bread and Roses data.

Schedule and Duration: After-school program will be Tuesday and Thursdays beginning January 8, 2013 and continuing through June 13th, 2013. The program will last two hours a night (from 3:30-5:30)

Language of Instruction: We will be using English language instruction with native language supports.

Teachers: Ms. Mokim (ESL), Mr. Bennett (ESL), and Ms. Gonzalez (Bilingual) will be participating as the teachers in the program.

Materials: native language textbooks, computers/laptops, instructional books from classroom libraries.

Instructional Focus: We will focus on helping our students to gain content knowledge in order to increase their passing rates in the subsequent marking periods. We will also focus on language acquisition and literacy in English in order to help with Regents pass rates and NYSESLAT scores. We will use Read 180 to help with literacy as appropriate.

## 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:

Bread and Roses will use PD opportunities to build the instructional capacity of our staff to instruct and support the ELLs in the building.

1) Our ESL teachers (Mokim and Bennett) will be providing professional development sessions about best practices and methodology for teaching ELL students in content areas. We anticipate offering professional development for our teachers of Science, ELA, Math and Social Studies.

-Rationale: Our content area teachers are struggling to support the approximately 25% of students in

## Part C: Professional Development

our building who are ELL students. We need to get tools into the hands of these teachers for supporting the ELL students in their classrooms.

-Dates are the second and fourth Mondays of each month beginning in January through June.

-Topics will cover: scaffolding supports for ELLs in content area will be covered in Jan. and Feb. 2013, lesson planning support for built in supports for ELL students will be covered in March and April, 2013, ESL methodology introductions will be covered in May and June, 2013.

-Qualifications of providers: our licensed ESL teachers will be providing these professional development opportunities for content area teachers with ELL students.

-Communication Process: All teachers who attend PD opportunities will be required to share out their experience and knowledge gains during our weekly common planning sessions. Departments meet Tuesday and Thursdays each week so following PD sessions, there will be a presentation to the remaining content teachers.

### 2) MATH ELL PD

Rationale: We have identified a math teacher needing additional support for the instruction of her ELL students. This teacher is Ms. Petti

Dates: Ms. Petti will attend "Enacting CCLS Practices to Support Achievement fo ELLs in Math" the dates of these full day sessions are 10/31 11/29, 12/14, 1/11. This will be a supplemental PD opportunity to ensure high level instruction to our ELLs in the content area offered by DOE Office of English Language Learners.

Topics covered include: scaffolding, instructional supports for ELLs, and content area strategies.

Provider: NYC DOE Office of English Language Learners

Communication: Ms. Petti will lead a share out of her knowledge in weekly common planning sessions for the math department.

### 3) Other PD opportunities will be taken advantage of as they arise

#### 4) Internal Professional Development Program

Name of Program: LEP Study group during our inquiry team meetings in extended learning time

Rationale: Strengthening instructional practices for ELLs, and learning from our own practices so that we can ensure a growth in our instruction for years to come.The teachers who are instructing the ELLs in the after-school and who are instructing signifigant numbers of ELLs during the regular school day.

These teachers will look at students' data such as writing samples and interim assessments. Other facilitators will include

Qualifications: ESL teachers will make up the inquiry group and sessiosn will include the principal and an assistant principal.

Dates: Twice per month beginning January 2013 to May 2013 during our extended learning time on Wednesday.

Teachers involved: ESL teacher, bilingual teacher, assisant principal, and principal.

Topic covered: Inquiry team will investigate student work and how they can adjust their teaching practices to increase student achievement so topics will vary depending on the results of the inquiry into student work.

## Part D: Parental Engagement Activities

### 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. The information sessions will be based on the survey results from parents on their interest level for specific topics. We plan to offer sessions in December, February, and April. The sessions will be two hours in length provided by school personnel and our connections with New Visions. We will reach out to parents through the parent coordinator.

Rationale: Our parents of ELL students are in need of information on how best to support their students. We have heard, through surveys, that our parents are in need of community resources for additional language supports and how to best prepare their children for college. By providing parent meetings, our parents will be better able to support their child's academic progress.

Dates: 12/5/12, 2/12/12, 4/18/12 are the dates of parent meetings.

Topics include: Support for your student, Literacy Strategies, school supports available, community-based organizations that provide support for language acquisition, and preparing for college.

Qualifications of providers: Our provides include our parent coordinator, Ms. White, and our ESL teachers who are licensed to teach the methodology. We will also use our guidance counselors to advise on the college process.

Communication: We will send out flyers via the parent coordinator, we will send fliers out with students in the ESL classes, and we will send out a phone messenger notice to parents of the target population of ELLs.

Translation services are provided by Creole, French and Spanish speaking staff, including the ESL teachers on an on-going basis. We will include announcements of these services in our mailings to parents.

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: \$11432

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	<u>\$50.19 x 171 hours = \$8,574</u>	This amount of \$9,945.60, is over 60% of the total amount to be spent

**Part E: Budget**

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

Allocation Amount: \$11432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	$\underline{\$22.86 \times 7.5 \text{ hours} \times 8 \text{ teachers} = \$1,371.60}$ Total: <u>\$9,945.60</u>	by Bread and Roses.  <u>3 teachers per session for after school program and for leading parents and teacher trainings.</u>  <u>Training rate for 8 content area teachers to attend once per marking period trainings for how to best instruct the ELLs they have in their class.</u>
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>	<u>\$1,486.40</u>	<u>ESL teachers have requested materials in native languages for the content area in order to support their after school program that targets intervention in the content area. Technology and Books will be purchased as well as subscriptions to publications.</u>
Educational Software (Object Code 199)	<u>\$0</u>	
Travel	<u>\$0</u>	
Other	<u>\$0</u>	
<b>TOTAL</b>	<b><u>\$11,432</u></b>	