



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL

DBN (i.e. 01M001): 05M685

Principal: RODNEY LOFTON

Principal Email: RLOFTON@SCHOOLS.NYC.GOV

Superintendent: DENISE HALLET

Network Leader: STEVEN CHERNIGOFF

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|-----------------------------------|--|-----------|
| Rodney Lofton | *Principal or Designee | |
| Lenny Diggs | *UFT Chapter Leader or Designee | |
| Yvette Patrick | *PA/PTA President or Designated Co-President | |
| Crystal Norman | DC 37 Representative, if applicable | |
| Shamaya Gaines Crystal Demorla | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Roberto Sagastume | Member/ | |
| Paryss Sherman | Member/ | |
| Timothy Smith | Member/ | |
| Desiree Frazier | Member/ | |
| Kenya Perry | Member/ | |
| Evelyn Watson | Member/ | |
| Angelina Quines | Member/ | |
| M. Brandon | Member/ | |
| | Member/ | |

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

| | |
|---|--|
| Indicate that a section has been completed by marking an "X" in the box to the left of each section | |
| X | School Leadership Team Signature Page |
| X | The SCEP Overview |
| X | Action Plans 1 – 5: Each of the five Action Plans must contain the following elements- |
| | ▪ A major recommendation with HEDI rating |
| | ▪ Statement Of Practice (SOP) selected aligned to the goal |
| | ▪ A goal aligned to the major recommendation |
| | ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Priority Schools Only

| | |
|----------|---|
| X | Expanded Learning Time (ELT) Program Description |
|----------|---|

School Information Sheet for 05M685

| | | | | | |
|---|-------------|---|-----|---|-------|
| School Configuration (2013-14) | | | | | |
| Grade Configuration | 09,10,11,12 | Total Enrollment | 274 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | 22 | # SETSS | 3 | # Integrated Collaborative Teaching | 5 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 10 | # Music | 2 | # Drama | 7 |
| # Foreign Language | 10 | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 67.3% | % Attendance Rate | | | 78.6% |
| % Free Lunch | 83.5% | % Reduced Lunch | | | 2.6% |
| % Limited English Proficient | 18.3% | % Students with Disabilities | | | 20.5% |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.2% | % Black or African American | | | 54.4% |
| % Hispanic or Latino | 44.5% | % Asian or Native Hawaiian/Pacific Islander | | | N/A |
| % White | 0.7% | % Multi-Racial | | | N/A |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 1.77 | # of Assistant Principals | | | 3 |
| # of Deans | N/A | # of Counselors/Social Workers | | | 3 |
| % of Teachers with No Valid Teaching Certificate | 15.6% | % Teaching Out of Certification | | | 20.4% |
| % Teaching with Fewer Than 3 Years of Experience | 62.2% | Average Teacher Absences | | | 7.8 |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | | N/A |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | 30.4% | Mathematics Performance at levels 3 & 4 | | | 29.3% |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | | 32.8% |
| 6 Year Graduation Rate | 54.3% | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | X | | | | |

Accountability Status – Elementary and Middle Schools

| | | | | |
|---|-----|---|--|-----|
| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

Accountability Status – High Schools

| | | | | |
|---|-----|---|--|-----|
| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | Yes |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | No | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | No |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | No | | | |

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

| | | | |
|--|---|------------|-----------|
| Answer the following questions regarding the 12-13 SCEP | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | |
| The strength of Bread and Roses Integrated Arts High School 2012-13 SCEP was in the area of teachers engaging in structured professional learning communities (PLC) using an inquiry approach and curriculum development that promoted shared leadership and focused on improved student learning. | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | |
| The area for improvement for the 2012-13 SCEP is to develop a data system that has a clear and concise cyclical process for the improvement of student performance. | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | |
| The barrier and challenge was getting more parents involved. The school created opportunities for parents to engage with the school through PTA meetings, SLT, workshops and volunteer opportunities; however, the school community was expecting a greater response. | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | |
| Teachers collaborated in designing, rigorous and coherent curricula, including cluster subjects (fine art, music, health and foreign language) for a variety of learners, aligned to the Common Core Learning Standards (CCLS). | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | | Yes | No |
| If all the goals were not accomplished, provide an explanation. | | | |
| The 10% credit accumulation goal for at-risk students was not met because the designated students were not in attendance at least 75% of the time. | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | X | Yes | No |

Developing the 2013-14 SCEP

| | | | |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | |
| The anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP is making sure parents are involved at the beginning of the process. | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | |
| The 2013-14 student academic targets will be the 85 students using a twenty (20) day data review system that will provide academic, social, and emotional support evidence by a 5% increase in Regent English Pass Rate and attendance and 5% decrease in suspensions and social and emotional referrals. | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | |
| The school leaders will communicate with school staff and the community through SLT, PTA, Town Hall, Inquiry, Staff, Student Government and Data team meetings as well as through the twenty (20) data review system process. | | | |
| Describe your theory of action at the core of your school's SCEP. | | | |
| Our theory of action and instructional focus is based on the creation of an educational environment where students receive high quality and academically rigorous instruction from highly effective teachers who use data to guide and assess their work. Our number one goal is high student achievement. Our theory of action and instructional focus is based on Language Development. | | | |
| Describe the strategy for executing your theory of action in your school's SCEP. | | | |
| The strategy for executing our theory of action will be: Interdisciplinary teacher teams will scaffold language supporting the development of syntax as well as general and domain-specific reading, writing and vocabulary across all content; and Literacy skills (reading, writing and speaking) will be integrated across the curriculum. Teachers will utilize a number of strategies when incorporating literacy into instruction. | | | |
| List the key elements and other unique characteristics of your school's SCEP. | | | |
| Key elements of Bread and Roses Integrated High School: Professional Learning Communities. Our teachers are committed to working collaboratively in an on-going process of collective inquiry and action research in order to achieve better results for students they serve. | | | |
| Focus on Engaging Students in Learning. Teaching approach using grouping, activities, pacing and materials that will | | | |

provide the foundation for developing and strengthening student engagement and the overall learning process.

The 20-Day School Improvement Process. It will allow us to measure student achievement and school improvement on a monthly basis, determine if personalized learning strategies for each student is working, and to make immediate and necessary adjustments to support student success. Through analysis of the data indicators, we will be able to identify trends associated with teaching and learning and determine the support and resources needed by staff improve classroom instruction.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We believe that based on the capacity of school personnel, parents, and students to function as a professional learning community (PLC) we will sustain, substantive school improvement and the goals in the 2013-14 SCEP.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Create structures that promote regular and thorough examination of instructional and organizational decisions to ensure that policies and practices continue to improve student achievement.

| | | | | | | | |
|---------------------|-----------------------|--------------|-----------|---------------------|---|---------------------|---|
| Review Type: | School Quality Review | Year: | 2010-2011 | Page Number: | 7 | HEDI Rating: | I |
|---------------------|-----------------------|--------------|-----------|---------------------|---|---------------------|---|

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.

| | | |
|----------|---|---|
| | 2.2 School leader's vision | 2.3 Systems and structures for school development |
| X | 2.4 School leader's use of resources | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school leaders will ensure that 100% of the staff will be supported in teacher development through on-going observations with clear and actionable feedback supported by DFFT informed by student data and previous teacher observation reports.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive professional development on the Danielson model on a weekly basis.
2. Regularly scheduled clear and actionable feedback meetings will be held twice (2) per month.
3. Teachers will meet in Inquiry Professional Learning Communities (PLC) looking at students' work and analyzing data to drive curriculum and instruction on a weekly basis.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Administrators, Achievement coach, Talent coach, and consultant.
2. Administration team
3. Administration team and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The evaluation of the effectiveness and impact of this strategy/activity will take place through ongoing observations with clear and actionable feedback supported by DFFT informed by student data and previous teacher observation reports.
2. The evaluation of the effectiveness and impact of this strategy/activity will take place through ongoing observations with clear and actionable feedback supported by DFFT informed by student data and previous teacher observation reports.
3. The evaluation of the effectiveness and impact of this strategy/activity will take place through document review (sign-in sheets, agendas, and inquiry summaries), instructional adjustments and curriculum revisions.

D. Timeline for implementation and completion including start and end dates

1. The strategies/activities will begin September 2013 and end June 2014
2. The strategies/activities will begin October 2013 and end June 2014.
3. The strategies/activities will begin October 2013 and end June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. To accomplish this instructional strategy/activity, Scholastic Achievement Partners (consultants) will provide professional learning and coaches to 6-8 teachers one (1) time per week utilizing the Danielson Framework for Teaching.
2. To accomplish this instructional strategy/activity, it will require cost associated with professional development for Advance system.
3. To accomplish this instructional strategy/activity, it will require cost associated with professional development (per session for data specialist and supervisor) and contractual services.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | PF Set Aside | Tax Levy | Title IA | Title IIA | Title III | Grants |
|--|--|------------------|----------------------------------|----------------------|--|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | |
| | PF AIS | PF CTE | PF College & Career Readiness | PF Common Core | | |
| | PF ELT | PF Inquiry Teams | PF NYS Standards and Assessments | PF Parent Engagement | | |
| | PF Positive Behavioral Management Programs | PF RTI | | X | PF Supporting Great Teachers & Leaders | |

Goal and Action Plan #2 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

| | | | | | | |
|--|-----------------------|--------------|-----------|---------------------|---|-----------------------|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). | | | | | | |
| Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards. | | | | | | |
| Review Type: | School Quality Review | Year: | 2010-2011 | Page Number: | 6 | HEDI Rating: I |

Tenet 3: Curriculum Development and Support

| | | | |
|--|----------------------------------|----------|--|
| Indicate using an "X" the Standard(s) 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 Enact curriculum | X | 3.3 Units and lesson plans |
| | 3.4 Teacher collaboration | | 3.5 Use of data and action planning |

Annual Goal #2

| | |
|---|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. | |
| By June 2014, 100% of the current curriculum will be revised and aligned to the common core learning standards, containing multiple entry points as evidenced by the curriculum maps, lesson plans, student work products and administrators' observations. | |

Instructional Strategies/Activities

| | |
|---|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. | |
| A. Strategies/activities that encompass the needs of identified subgroups | |
| <ol style="list-style-type: none"> Content department PLC teachers will meet on a weekly basis to revise the current curriculum, develop lesson plans, and review student work products. Teachers, Administrators, achievement coach and consultant will assist in the revision of the curriculum making sure it includes UDL, Bread & Roses HS Instructional Focus, CCLS, Instructional Shifts, Danielson components and Webb's Depth of Knowledge. | |
| B. Key personnel and other resources used to implement each strategy/activity | |
| <ol style="list-style-type: none"> Teachers, achievement coach, consultant Administrators, achievement coach, teachers and consultant | |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity | |
| <ol style="list-style-type: none"> The evaluation of the effectiveness and impact of this strategy and activity will take place through documented completed curriculum unit, lesson plans and samples of student work products. The evaluation of the effectiveness and impact of this strategy and activity will take place through a review of completed curriculum unit, lesson plans and sample student work products by teachers, administrators, achievement coach, and consultant | |
| D. Timeline for implementation and completion including start and end dates | |
| <ol style="list-style-type: none"> The strategies and activities will begin October 2013 and end June 2014. The strategies and activities will begin October 2013 and end June 2014. | |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity | |
| <ol style="list-style-type: none"> To accomplish this instructional strategy/activity, it will require common planning time and cost associated with before/after school department meetings (per session (teacher, supervisor, and secretary) and contractual services. Moreover, professional publications and copy paper will be purchased. To accomplish this instructional strategy/activity, it will require common planning time and cost associated with professional development (per session (teacher, supervisor, and secretary) and contractual services. | |

Budget and Resource Alignment

| | | | | | | | | | | | |
|--|---|--|-------------------------|--|--|----------|---|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core | | | | |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | | | | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders | | | | |

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

| | | | | | | | | | | | |
|--|-----------------------|--------------|-----------|---------------------|---|---------------------|---|--|--|--|--|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). | | | | | | | | | | | |
| Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. | | | | | | | | | | | |
| Review Type: | School Quality Review | Year: | 2010-2011 | Page Number: | 7 | HEDI Rating: | D | | | | |

Tenet 4: Teacher Practices and Decisions

| | | | | | | | | | | | |
|--|---|--|--|--|----------|--|--|--|--|--|--|
| Indicate using an "X" the Standard(s) 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 | | | | X | 4.3 Comprehensive plans for teaching | | | | | |
| | 4.4 Classroom environment and culture | | | | | 4.5 Use of data, instructional practices and student learning | | | | | |

Annual Goal #3

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. | | | | | | | | | | | |
| By June 2014, 100% of teachers will provide coherent, engaging instruction using a variety of instructional strategies and resources that respond to students' diverse needs. | | | | | | | | | | | |

Instructional Strategies/Activities

| | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. | | | | | | | | | | | |
| A. Strategies/activities that encompass the needs of identified subgroups | | | | | | | | | | | |
| 1. Teachers will have opportunities to engage in instructional strategies aligned to Danielson Framework for Teaching (DFFT), Instructional Shifts, Universal Design for Learning (UDL) and Common Core Learning Standards (CCLS) through professional development and professional learning communities. | | | | | | | | | | | |
| 2. During weekly common planning meetings, teachers will work collaboratively on designing coherent lesson plans, that are inclusive of high quality questions and discussion, engage students in learning (pacing, materials, activities, grouping), have clear and concise assessments (DFFT), provide multiple means of representation, action, expression and engagement (UDL), reading and writing in evidence from text, regular practice with complex and its academic vocabulary (Instructional Shifts) and CCLS, | | | | | | | | | | | |
| B. Key personnel and other resources used to implement each strategy/activity | | | | | | | | | | | |
| 1. Teachers, Administrators, Achievement coach, Talent coach and consultant. | | | | | | | | | | | |
| 2. Teachers | | | | | | | | | | | |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity | | | | | | | | | | | |
| 1. The evaluation of the effectiveness and impact of this strategy and activity will take place through documented agendas, sign-in sheets, completed curriculum unit, lesson plans and samples of student work products. | | | | | | | | | | | |
| 2. The evaluation of the effectiveness and impact of this strategy and activity will take place through a review of observation reports, completed curriculum unit, lesson plans and sample student work products, inter-visitations, and classroom demonstrations. | | | | | | | | | | | |
| D. Timeline for implementation and completion including start and end dates | | | | | | | | | | | |
| 1. The strategies and activities will begin October 2013 and end June 2014. | | | | | | | | | | | |
| 2. The strategies and activities will begin October 2013 and end June 2014. | | | | | | | | | | | |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity | | | | | | | | | | | |

- To accomplish this instructional strategy/activity, it will require common planning time and cost associated with before/after school department meetings (per session (teacher, supervisor, and secretary) and contractual services.
- To accomplish this instructional strategy/activity will require common planning time and cost associated with professional development (per session (teacher, supervisor, and secretary) and contractual services.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|--|---|----------|-------------------------|--|--|--|---|
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | X | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Create structures that promote regular and thorough examination of instructional and organizational decisions to ensure that policies and practices continue to improve student achievement.

| | | | | | | | |
|---------------------|-----------------------|--------------|-----------|---------------------|---|---------------------|---|
| Review Type: | School Quality Review | Year: | 2010-2011 | Page Number: | 7 | HEDI Rating: | I |
|---------------------|-----------------------|--------------|-----------|---------------------|---|---------------------|---|

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

| | | | |
|----------|-------------------------------------|--|---|
| X | 5.2 Systems and partnerships | | 5.3 Vision for social and emotional developmental health |
| | 5.4 Safety | | 5.5 Use of data and student needs |

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, a twenty (20) day data review system will be developed to provide academic, social, and emotional support for a targeted sub-group of students as evidenced by a 5% increase in Regent English Pass Rate and attendance and 5% decrease in suspensions and social and emotional referrals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- The school leadership, data specialist and consultant will develop a twenty (20) day data review system that will analyze data (Regents, attendance reports, scholarship report, weekly Formative assessments, credits, Achievement Institute etc.) focusing on seniors and ELA regents candidates as a targeted population of students
- The school leadership, data specialist, student support team and teachers will develop a referral process to address the academic, social and emotional developmental health needs of referred students.

B. Key personnel and other resources used to implement each strategy/activity

- Administrators, data specialist, and consultant.
- Administrators, teachers, data specialist, student support team and consultant.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The evaluation of the effectiveness and impact of the strategies and activities will be conducted after every twenty (20) days cycle by the by administrators, data specialist, teachers and consultant. Adjustments will be made, if necessary, after a review of the process and the how the data is used.
- The evaluation of the effectiveness and impact of the strategies and activities will be conducted weekly by the by administrators and student support team. Adjustments will be made, if necessary, after a review of the process and the how the data is used.

| |
|---|
| D. Timeline for implementation and completion including start and end dates |
| 1. The strategies and activities will begin December 2013 and end June 2014. |
| 2. The strategies and activities will begin December 2013 and end June 2014. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. To accomplish this instructional strategy/activity, Scholastic Achievement Partners (consultants) will provide ongoing job-embedded leadership coaching to develop a 20 day school improvement cycle working directly with the school leadership, data specialist and lead teachers on a monthly basis. |
| 2. To accomplish this instructional strategy/activity, it will require cost associated with after school planning (per session) with the guidance counselor, school psychologist, social worker, and attendance teacher, and secretary) and contractual services. Moreover, professional publications and copy paper will be purchased. |

Budget and Resource Alignment

| | | | | | | | | | | |
|---|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |

| | | | | | | | | | | |
|---|---|----------|-------------------------|--|--|--|-----------------------------|---|--|--|
| Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. . | | | | | | | | | | |
| X | PF AIS | X | PF CTE | | PF College & Career Readiness | | PF Common Core | | | |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | | | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | X | PF Supporting Great Teachers & Leaders | | |

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

| | | | | | | | | | |
|--|-----------------------|--------------|-----------|---------------------|---|---------------------|---|--|--|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). | | | | | | | | | |
| Engage in an open exchange of information with students and families regarding students' learning needs and outcomes. | | | | | | | | | |
| Review Type: | School Quality Review | Year: | 2010-2011 | Page Number: | 6 | HEDI Rating: | I | | |

Tenet 6: Family and Community Engagement

| | | | | | | | | | |
|--|--|--|----------|-------------------------------------|--|--|--|--|--|
| Indicate using an "X" the Standard(s) 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. | | | | | | | | | |
| | 6.2 Welcoming environment | | X | 6.3 Reciprocal communication | | | | | |
| | 6.4 Partnerships and responsibilities | | | 6.5 Use of data and families | | | | | |

Annual Goal #5

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. | | | | | | | | | |
| By June 2014, the school community will engage in effective planning and reciprocal communication with family and community stakeholders through a series of six (6) parent/guardian workshops that build on parent/guardian's ability to support their child's academic, social and emotional development. | | | | | | | | | |

Strategies to Increase Parental Involvement and Engagement

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). | | | | | | | | | |
| A. Strategies/activities that encompass the needs of identified subgroups | | | | | | | | | |
| 1. Parent coordinator and Parent Leadership Team will distribute a survey to parents to determine possible workshop sessions for parents. | | | | | | | | | |
| 2. Parent coordinator, Parent Leadership Team, teachers, consultant, and CBOs to schedule, organize and participate in parent workshops. | | | | | | | | | |
| B. Key personnel and other resources used to implement each strategy/activity | | | | | | | | | |
| 1. Parent coordination, administrator and consultant. | | | | | | | | | |
| 2. Parent coordinator, Parent Leadership Team, teachers, consultant, and CBOs | | | | | | | | | |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity | | | | | | | | | |
| 1. The evaluation of the effectiveness and impact of the strategies and activities will be evidenced by the results of the survey. | | | | | | | | | |
| 2. The evaluation of the effectiveness and impact of the strategies and activities will be evidenced by the agendas, sign-in sheet, and evaluation forms. | | | | | | | | | |
| D. Timeline for implementation and completion including start and end dates | | | | | | | | | |
| 1. The strategies and activities will begin December 2013 and end June 2014. | | | | | | | | | |

2. The strategies and activities will begin January 2014 and end June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. To accomplish this instructional strategy/activity, it will require common planning time and cost associated with after school meetings teacher, parent coordinator, supervisor and secretary.
2. To accomplish this instructional strategy/activity, a consultant(s) will be contracted to provide six (6) workshops for parents, such as, cyber-bullying, homework tips and test taking techniques.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---|--|-------------------------|--|--|----------|---|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | X | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, the school community will engage in an Expanded Learning Time Program that will focus on broadening student enrichment opportunities in English, social studies, mathematics art, music, and athletics (based on staff availability) with social and emotional supports from guidance and Achievement Initiatives (Columbia University) as evidenced by a 5% increase in student credit accumulation and attendance.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Use inquiry- and project-based learning strategies and actively aligned to Common Core students in exploration of content, issues and questions surrounding a particular curricular area and offer enrichment opportunities, such as, art, music, drama and hands-on science.
2. Link community partners, bringing human resources and the ability to deploy staff that will focus on youth development.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers, CBO
2. Administrators, CBO

C. Identify the target population to be served by the ELT program.

1. The targeted population to be served will be all students.
2. The targeted population to be served will be all students.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

| | | | | | | | | | | | |
|---|--------------------------|--|-------------|---|-------------|--|------------|--|------------|--|-----|
| | 21 st Century | | Tax Levy | X | Title I SWP | | Title I TA | | Title I PF | | C4E |
| X | Title III | | Title I SIG | | PTA Funded | | Grants | | In Kind | | |

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The Achievement Institute is a new initiative at Columbia University's School of Social Work that will provide comprehensive support to encourage student graduation from high school. Columbia University's School of Social Work will partners with Bread and Roses to provide support services to students and their families.

The Achievement Institute (AI) works with approximately 200 students in the 10th, 11th and 12th grade students at Bread and Roses Once a student is added to our roster, we are committed to working with that student until his/her high school graduation and one year beyond. A small staff that includes two graduate social work students from the School of Social Work will provide the majority of services on-site at Bread and Roses both during the school day and after school. Program staff will be on site five days per week, while the graduate students will be on site Mondays, Tuesdays and Fridays and will be supervised by a Licensed Master Social Worker.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The Extended Learning Time will meet the requirement to integrate enrichment opportunities, academics, and skill development including hands-on learning activities and activities directed at improving students' social and emotional growth by offering a variety of activities and schedule times that will allow for the greatest participation.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The components of the program, will include opportunities, such as:
Provide individual and group counseling, inquiry- and project-based learning, clubs, art, music (jazz band), drama and hands-on science and social clubs.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT program will address the unique needs and interest of all students by looking at academic data to determine instructional needs and survey data for student interests.

| | | | | |
|--|--|------------------|----------|------------------|
| D. Are the additional hours mandatory or voluntary? | | Mandatory | X | Voluntary |
|--|--|------------------|----------|------------------|

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

We will keep attendance for the entire program. Part of the responsibility of the staff will be to communicate with parents throughout the year to support students' participation.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The school is meeting our responsibility to provide interventions for students that need support service to increase student achievement through:

- Day time pull out for English
- 9th period (37minutes of small group, one-to-one tutoring)
- 10th and 11th periods credit recovery
- Super Saturday Regents and SAT prep
- 10th and 11th periods counseling
- 10th and 11th periods college and career support

| | | | | |
|--|----------|------------|--|-----------|
| G. Are you using an ELT provider procured using the MTAC process? | X | Yes | | No |
|--|----------|------------|--|-----------|

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Bread and Roses High School's Measure of Student Learning (MOSL) has a school-wide focus on the English Regents. We look to maintain a 5% increase in the number of students passing the English Regents by June 2014.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | 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 | After school and Saturdays |
| Social Studies | Differentiated instructional methods, progress monitoring, modified student performance products, identify areas of need, reinforce writing strategies and document based questions by all content staff. | Small group, one-to-one | 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 (Columbia University) staff. | Small group, one-to-one | During the school day and after school |

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

For the 2013-2014 school year, we hired almost 50% new teachers. We stepped up our recruitment efforts and aggressively sort teacher candidates that came from strong pools supported by our network. Our screening process 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 developments, external professional develop, inter-visitation, inquiry teams, professional learning communities, action research, learning walks and demonstration lessons. Moreover, new teachers are supported through teacher mentors, school leadership, and university coaches his 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We maintain an intensive program that entails multiple facets of support: internal professional developments, external professional develop, inter-visitation, inquiry teams, professional learning communities, action research, learning walks and demonstration lessons to support curriculum development aligned with the Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of Federal, State, and/or local funds are used to meet the intent and purpose of the programs whose funds are consolidated will be maintain by delineating clear and concise description of the programs in our Galaxy system. This will be maintained by the Principal, Assistant Principal, Payrolls Secretary and Business Manager.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers collaborate on a weekly basis to create formative assessment. Moreover, teacher utilize exit tickets and other daily classroom assessments

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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 1st 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 1st 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

| | | |
|---|--------------------------|--------------------------|
| District 5 | Borough Manhattan | School Number 685 |
| School Name Bread and Roses Integrated Arts High | | |

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|--|---------------------------------------|
| Principal Rodney Lofton | Assistant Principal Kairis Cox |
| Coach type here | Coach type here |
| ESL Teacher Christopher Bennett | Guidance Counselor type here |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

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 currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 280 | Total number of ELLs | 54 | ELLs as share of total student population (%) | 19.29% |
|--|------------|----------------------|-----------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input 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 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | | | | | 2 | 2 | 1 | 5 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 5 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 53 | Newcomers (ELLs receiving service 0-3 years) | 12 | ELL Students with Disabilities | 7 |
| SIFE | 16 | ELLs receiving service 4-6 years | 32 | Long-Term (completed 6+ years) | 10 |

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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 12 | 4 | 1 | 32 | 10 | 3 | 9 | 2 | 3 | 53 |
| Total | 12 | 4 | 1 | 32 | 10 | 3 | 9 | 2 | 3 | 53 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 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 |
| TOTAL | 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: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | | | | | 2 | 20 | 24 | 46 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | 3 | 2 | 5 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | 2 | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 23 | 28 | 53 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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) | | | | | | | | | | | 6 | 1 | | 7 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | | | | | | | | | | | 11 | 9 | 3 | 23 |
| Advanced (A) | | | | | | | | | | | 3 | 15 | 5 | 23 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 25 | 8 | 53 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | 18 | 14 | | | 32 |
| NYSAA Bilingual (SWD) | | | | | 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 | 9 | | 19 | | 3 | | | | 31 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 14 | | 10 | | | | 4 | | 28 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 14 | | 4 | |
| Integrated Algebra | 48 | | 10 | |
| Geometry | 4 | | 0 | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 39 | | 4 | |
| Physics | | | | |
| Global History and Geography | 12 | | 2 | |
| US History and Government | 18 | | 2 | |
| 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 | | | | | | | | |

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The ESL program has used a variety of tools, mostly Fountas and Pinnell to determine literacy levels. The program also assesses native language literacy using a basic reading comprehension test. It is clear from the data that our ESL students are continuing to struggle with the rigorous standards of the Regents Exams. The school has developed a school wide plan this year to increase literacy across the school. Every content area is working with ELA and ESL teachers to include reading and writing activities, instructions and scaffolds in their classes. This data was the basis for the school's decision to implement this policy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students are acquiring speaking proficiency at a faster rate than reading and writing. The modality breakdown has not yet been available for the 2013 NYSESLAT scores but based on previous years this has been the trend. :
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the NYSESLAT scores the ESL department has focused heavily this school year on building reading fluency and reading comprehension. The school has developed a curriculum that aims to build these skills through use of appropriate texts and units that integrate phonics, sentence structure, decoding, and writing skills into a rigorous common core aligned ELA curriculum.

4. For each program, answer the following:
 - a. 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?

Students are achieving at about the same level on tests in English and in their native language based on classroom data. Many of the students in the ESL program though not officially designated as SIFE entered with very low native language literacy. Because of this their ability to do content tasks in the native language is limited.

The results on the periodic assessments are used as a measure to indicate students' struggles in reaching proficiency based on the NYSESLAT exam. This data drives instructional shifts within the ESL department.

The periodic assessment data has not yielded information that has proven beneficial to the ESL program. The results show general growth but it is difficult to address modality struggles based off of the current data for the school on periodic assessments. The ESL program documents student language growth through reading level tests, vocabulary tests, language creation tasks, and targeted assessments for the acquisition of specific language skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' second language is always considered when instructional decisions are made. Every week the ESL department combines with the Special Education department to provide the content teachers with strategies in the classroom. Many of the teachers and staff at the school are bilingual as well and are involved when instructional decisions are made regarding ELL students.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is measured by meeting the AYP for ELL students, Student growth on NYSESLAT exams, Student work products based on classroom learning, and Regents passage rate and growth.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
New admits and their parents are interviewed and administered the HLIS by the ESL teacher Christopher Bennett who is a fully certified ESL teacher. Those identified as potential Language Learners are administered the LAB-R within 5 school days to determine students level. The NYSESLAT is administered to all eligible students by the ELL department.

The policy for intaking new students accomodates parents andstudents native language through the use of a bilingual instructor in the students L1. Parents and students are given information about the ESL program in English, Spanish and French. Other languages require the the ESL and Guidance staff to translate materials for the parent and student. Pedagogues in the building speak, English, French, Vietnames, and Spanish.

Students are given the Spanish Lab R exam to test their L1 literacy by the ESL teacher Christopher Bennett.

Due to the fact that the school is phasing out many of these intake policies are not applicable.

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.
. When a student arrives on site with their parents/caregivers they view the parentsl choice DVD which gives them the three choices

available in NYC. This is done with the support of the Parent Coordinator, Guidance Dept, ESL teacher and the Pupil Accounting secretary. Parents view the Parental Choice video during the initial intake, they are then told which program Bread and Roses offers - free standing ESL.

Parent outreach regarding ELL program changes is done by the guidance counselor Mrs. Alvarez or the Assisstant Principle Ms. Cox. The school does not offer or support students coming from or choosing a TBE or DL program because the school does not have enough students for those programs. The school is also in the phase out process which makes accomodating new students and students from those programs impossible.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

To ensure that entitlement letters are distributed and parent survey and program selection are returned, parents are asked to fill out all documentation the first day they bring their child to school.

Entitlement letters are distributed to parents by the guidance counselor. The guidance counselor Ms. Alvarez with support from the ESL coordinator and Assisstant principle maintain entitlement letters within a students ESL file folder containing Lab-R NYSESLAT reports, and all files related to the students ELL status. . Parent Surveys and program selection forms are catalogued and maintained by the

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.

The LAB-R and parental choice determines the placement for new admits. The Assistant Principals at Bread and Roses and ESL teachers are responsible for identifying the appropriate ESL instructional programs for students which are communicated through the

parent coordinator and ESL teacher. 99% of our newly admitted ELL's speak Spanish, so in collaboration with the guidance counselor and ESL teachers (who are fluent in Spanish) they are able to communicate with parents in their native language. For those parents who speak another language, we use translation services provided by the DOE

Entitlement Letters are distributed to parents when their student enters the school and are maintained by the counseling office. Parents are given the option of programs from TBE, DL and ESL. Parents are also informed that this school only offers freestanding ESL. If a parent is looking to enroll their student in a program that we do not offer. The guidance counselor refers parents to other school options if possible. Updating of ATS and BESIS are done by the assistant principal Ms. Cox. Continued entitlement letters are maintained as with other crucial student records in the guidance office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
If parents interested in another program are put onto a list and when there is sufficient numbers there will be a program created. We also reach out to other schools that offer bilingual programs.
6. 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.) 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. 
All of the parents have chosen the Freestanding ESL option. As a phase out school we are no longer admitting new students and hence have no plans to alter the program options for the ESL students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - A. Students are scheduled for self contained freestanding ESL classes per state regulation. They are homogeneously grouped, where students of the same proficiency levels are in the same classs. Students are grouped by their level.
 - b. Students are homogenously grouped, they travel together for the majority of their core content classes
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)?
 - A. Students identified as beginners receive 540 minutes of ESL per week. Intermediated receive 360 minutes of ESL and advanced students receive 180 minutes per week. Both ESL teachers are fluent in Spanish and one in French, they provide NLA support directly in the classroom where needed. The classroom libraries contained various text in Spanish and French. The Spanish Foreign Language teacher is also used as a resource in NLA.
3. 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 foster language development and meet the demands of the Common Core Learning Standards.

Content area is delivered in classes with native English speakers, with support from Bilingual Ed Para's when appropriate. Support for differentiated instruction is supported throughout all content areas (with regards to content and assessment). Content area teachers get support and differentiated strategies from ESL teachers.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are assessed in the context of their ESL course. The ESL teacher assesses students in their native language at the beginning of the year during the first two years of instruction and periodically as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students follow a well developed curriculum that includes assessments that are both aligned to the common core and the NYSESLAT in all four modalities. Content teachers work to provide differentiated assessments in content classes that seek to formatively assess studetns in these modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. SIFE - Students identified as SIFE are placed in the beginner ESL class. They receive differentited instruction (planned and prepared by the ESL teacher) in class and are required to attend the afterschool tutorials three times a week.
 - b. Newcomers are placed according to the level on the LAB-R. They are partned with a native language speaking student in their core content area classes. They are also strongly encouraged to attend after school tutorials
 - c. ELL receiving service 4 to 6 years are placed according to their NYSESLAT score. THEY also take ELA in addition to ESL. They are supported heavily in their native language by the foreign language teacher. They are encouraged to attend afterschool English classes.
 - d. ELL's with special needs have bilingual para professionals who push into their classes to assist them

Former ELL students are supported for 1-2 years after scoring proficient on the NYSESLAT exam. Proficient students are placed in further ESL classes if they have not yet passed the ELA Regents exam. This provides those students with extra linguistic support while they enter into mainstream ELA classes.

Former ELL's are given the same test accommodations that current ELL students receive. Students receive extra time on the exam and are provided with the appropriate translated tests, glossaries and Spanish English dictionaries.

7. 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?

The school has implemented a school wide literacy focus with a special emphasis on utilizing UDL strategies in content classes. The school works with the Freyer model for vocabulary, sentence frames for writing, flexible grouping, teaching of academic language and utilization of the DOK framework.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Extended day program that utilizes language intervention strategies to target specific needs. Grouping of students by proficiency but also on specific student language goals. ELL students are grouped with other ELL students in content areas and ELL teacher supports those content teachers to develop language goals and practices. The school also facilitates weekly PD's run by the ESL and SPED faculty.

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 |

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

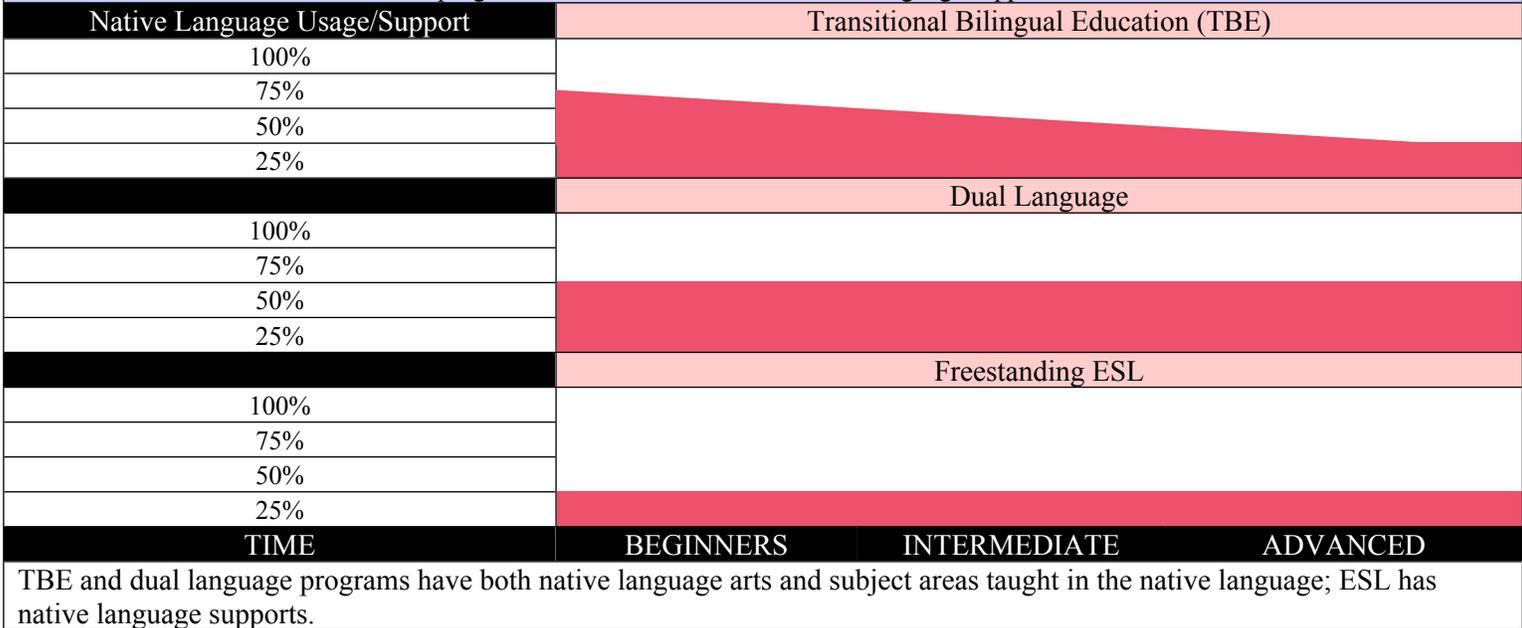
| | Beginning | Intermediate | Advanced |
|--|--------------------|---------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. 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.

The range of targeted intervention programs at Bread & Roses (push in within academic courses, online support, ELL software support, after school support).

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Provide push in support for continuing transitional support and one on one tutoring after school and during lunch and or free periods. At this time it is clear that students need more support in content area classes but the process is limited do to limited number of ESL teachers and phase out status.

11. What new programs or improvements will be considered for the upcoming school year?

There will be no new programs considered for the upcoming school year.:

12. What programs/services for ELLs will be discontinued and why?

There will be no programs discontinued for ELL's.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are provided equal access to after school instructional and enrichment programs. After school targeted intervention program where students work on specific needs as identified by teachers during the weekly inquiry meetings.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ROSETTA STONE for ESL instruction, and use of technology to support ELL instruction. SmartBoard, and the use of BBC (Blackboard Configuration), National Geographic EDGE ELL series, penguin classics modified ESL texts, Oxford Bookworms, Starfall for early literacy intervention, Computer literacy skills taught through various technologies and web platforms.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All required support services are aligned to students needs primarily throught the ESL teacher, guidance counselor and support staff.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required support services are aligned to students needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

A summer orientation run in tandem with summer school is strongly encouraged for incoming ELL 9th graders. Students are given an

in house diagnostic to assess their level. They are then taught by certified ESL teachers. They focus on the four modalities, reading, writing, speaking, and listening more specifically; grammar, paragraph structure and reading out loud from a text.

18. What language electives are offered to ELLs?

Language electives are offered in Spanish.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) All ELL personnel will be part of a study group at the school. AUSSIE support will also be provided to ELL staff with regards to

literacy instruction and best practices in classroom. All ELL staff will participate in the DOE ELL Leadership Series. The ESL teachers on staff also provided professional development on the Chancellor PD days to non ESL teachers.

2. AUSSIE consultants will run a series of ELL training to be provided to all staff. In addition departmental meetings will support addressing issues of ESL students in content area classes.

Guidance counselor and pedagogical staff attend PD sessions conducted by the ELL coordinator and the Assistant Principle once a month to focus specifically on differentiating and implementing the common core for ELL students. During the PD's the teachers look at sample lesson plans, student work, current research to determine instructional shifts for each department.

School wide PD sessions are focused on creating rigorous common core curriculum, assessments that include differentiation for the large percentage of SPED and ELL students at the school as well as the large percentage of students who are performing well below grade level in reading and writing.

3. The 7.5 hours of ELL training for all staff is done during the Chancellor PD days in November and June. The onsite ESL teachers take teachers through a multitude of scenarios of what it is like to be an ELL student in their class. Additionally they give strategies that work best with ELL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. There have been parent networking nights, Saturday brunch for ELL parents, and townhall meetings scheduled and delivered to the parents of Bread and Roses. Translation services are utilized to support parents of ELL students at Bread & Roses (documents and translators at meetings).
 2. ADC, our community based partner will support us in providing workshops for our ELL parents.
 3. Parent needs are evaluated through surveys and parent outreach by our parent coordinator.
 4. The activities address the needs of the parents by providing them with the necessary resources (health aide, parenting workshops, counseling, etc..) they need to raise their child. We also link parents with supplemental outside or neighborhood organizations.

E. 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.

Students in the ESL program are evaluated at every stage of their development. One strategy that the school has focused on but is not noted elsewhere in this document is a program of Professional development and collaboration among grade teams and content areas to develop scaffolds and concrete intervention strategies to meet the needs of our ESL population.

School Name: Bread and Roses

School DBN: 05M685

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Rodney Lofton | Principal | | 11/15/13 |
| Kairis Cox | Assistant Principal | | 11/15/13 |
| | Parent Coordinator | | 1/1/01 |
| Christopher Bennett | ESL Teacher | | 11/15/13 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 610

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

Part A: Needs Assessment Findings

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

1)The schools written and oral translation needs assessment was conducted by analyzing the home language or languages and literacy environment in the home. The students are given a survey at the beginning of the year by the ESL department that details the usage of the home language for the student and his family and contact information for the parents. This survey is given to the students in their home language. The students were then grouped homogeneously by L1 and the appropriate translation services can be easily provided.

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 of the needs assessment showed that the majority of the ELL students have home language of Spanish. There are 7 students currently in the ESL program that have a home language of French. These findings were reported to the school community through letters to the students house, information posted through the ESL programs website and through conferences and phone calls with parents.

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.

The school will provide written translation services to parents and families of students. The school will translate important documents into Spanish and French when requested as many of the French-speaking parents also speak English. Bilingual staff members will do the translation in house.

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.

Oral interpretation and translation services will be provided to parents and families. Bilingual staff in the building will provide the services. These services will be provided anytime a parent who is not comfortable speaking in English needs information from the school. These situations include, routine phone calls home by teachers, meetings with parents by teachers, meetings with parents and administrators and parent teacher conferences.

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>.

The school will fulfill the chancellor's regulations A-663 by translating any critical information regarding a student's education to both students and parents. The school will ensure that those parents who need these services are aware of them by sending letters home in the home language, parent teacher conferences and initial phone calls and home literacy assessments conducted by the ELA coordinator. The school will develop a language access plan to ensure that these services are implemented and monitored appropriately.

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: Bread and Roses High School | DBN: 05M685 |
| Cluster Leader: Deborah Muldino | Network Leader: Barbra Gambino |
| 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"> • Per session • Per diem | $\$22.86 \times 7.5 \text{ hours} \times 8 \text{ teachers} =$ <u>\$1,371.60</u> 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"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | <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> | |
| TOTAL | <u>\$11,432</u> | |