



**Office of Innovative School Models**  
 Persistently Lowest Achieving (PLA) Schools  
 School Improvement Grant (SIG)  
 Monitoring Report

<b>School:</b>	Bread and Roses Integrated Arts High School – Transformation Model	<b>School District:</b>	New York City Department of Education District # 5
<b>Date of Site-Visit:</b>	April 29, 2011  (Second Visit)	<b>Members of Site-Visit Team:</b>	Andrew McGrath, Kathryn Ahern, Major Capers, Owen Donovan

<b>STAFFING</b>	
<b>Collective Bargaining</b>	<i>Negotiations are continuing regarding revision of the collective bargaining agreement in order to support: development of a teacher evaluation system, removal of staff based on the evaluation system and changes in work day, duties and hours.</i>
<b>Teacher Evaluations linked to Student Performance</b>	<i>Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.</i>
<b>Identify and Reward staff or Remediate/Remove Staff</b>	<i>A clear and transparent process for identifying staff for rewards and remediation is in place (A process must be in place immediately upon the development and implementation of the Teacher Evaluation System).</i>
<b>Implementation of Strategies to Recruit, Place, and Retain Qualified Staff</b>	<i>Activities are funded to recruit, place, and/or retain highly qualified teachers.</i>

**Findings:**

- In their focus group session, school leaders stated the school implemented a new teacher effectiveness rubric in early February. Specifics include:
  - The teacher effectiveness rubric is based on the Danielson model and was developed by the New York City Department of Education (NYCDoE), United Federation of Teachers (UFT) and the teacher effectiveness committee.
  - The fourth domain - Professional Responsibilities – was still under negotiation with the teachers’ union at the time of the site visit.
  - Information gathered from observations is entered into a database/tracker. The tracker allows the principal and assistant principals to input and analyze qualitative data on observations.
  - School-level professional development sessions for the cabinet and staff were broken down by components.
  - Learning walks by school leaders began in January, focusing on the second domain (classroom environment). This initial round of walk-throughs was designed to create consensus within the cabinet.
  - Teachers stated the manner in which school leaders introduced the rubric system has been seen as non-threatening and productive.

- According to school leaders and the school improvement liaison, the eleven NYCDoE transformation schools of the 2010-11 school year were piloting the teacher effectiveness rubric at the time of the site visit.
- According to teachers, school leaders and network representatives, a new principal was hired in late January 2011. They stated his addition to the high school has been seen as positive, pro-active and respectful. The leadership team has promoted shared ownership of the school community and school-wide collaboration.

<b>PLANNING</b>	
<b>Implementation of Timeline</b>	<i>The district/school is on track to complete activities in accordance with the approved timeline for implementation, or to submit an approvable School Improvement Grant (SIG) application. Identify elements that are off-track.</i>
<b>Performance Targets</b>	<i>The district/school is implementing activities which will help them meet the school's performance targets. (Performance targets are tied to the school's achieving "In Good Standing" by the end of the 3 year grant period. Refer to the school's Performance Plan Template, as available.)</i>
<b>Implementation of JIT Recommendations</b>	<i>The district and school are implementing the plan based on the JIT recommendations. The recommendations of the JIT are addressed as delineated in the SIG application or Restructuring Plan, as applicable.</i>

**Findings:**

- During their focus group sessions, teachers and school leaders stated the school has hired staff, as delineated in the fiscal statement of the school improvement grant (SIG). Included are:
  - A bi-lingual parent coordinator as delineated in the SIG application. The school has an English language learner (ELL) population of 16.54%;
  - A permanent principal for the school, who assumed the position on January 24, 2011; and
  - A school improvement liaison from NYCDOE Office of Portfolio Planning has been assigned to the school to provide oversight and support to the school.
- The Read 180 program, as proposed in the revised fiscal statement of the SIG application has started and is being implemented.
- District staff stated the college readiness program has been expanded so that it may be offered to students in grades 9-12.
- The school was scheduled to participate in a Quality Review in May 2011.

<b>PROFESSIONAL DEVELOPMENT</b>	
<b>Quality, On-going, Job-embedded Professional Development</b>	<i>Implementing job-embedded professional development, as defined by the USED, and as approved by NYSED.</i>
<b>Supportive of Instructional Needs</b>	<i>All professional development is researched based and supportive of the instructional needs of the school.</i>
<b>Monitoring and Analysis</b>	<i>Professional development is monitored and analyzed to ensure staff participation and classroom implementation.</i>

**Findings:**

- School leaders indicated that the following professional development is embedded in shared planning time and occurs in-house on an ongoing basis:

- Abyssinian Development Corporation (ADC) continues to provide leadership training.
- Australian United States Services in Education (AUSSIE) consists of three specialists who work with staff in areas of literacy, best practices and differentiated instruction. The specialists provide cross-discipline coaching and collaboration and the consultants are in regular attendance at departmental staff meetings.
- AUSSIE consultants have worked with staff to increase instructional differentiation. They continually work with teachers to make effective adjustments in lessons plans, activities and classroom strategies such as “accountable talk.”
- The AUSSIE specialists support staff in continual development and revision of the core curriculum.
- Study groups, or “professional learning committees” exist regarding best practices in differentiating instruction, curriculum, scheduling, data, school-wide grading policy and the instruction of English language learners (ELL). These study groups receive training from NYCDoE on a monthly basis.
- A social studies department supervisor from the NYCDoE comes in to meet with the social studies staff on a weekly basis.
- Direct training in technology use for teachers, such as using interactive white boards effectively, takes place on an as-needed basis.
- A core group of teachers was selected to receive training in the use of *Datacation*. These teachers then in turn shared this training in their respective departments.

<b>DATA ANALYSIS</b>	
<b>Data to Inform Instructional Programming</b>	<i>Data is used to identify and implement research-based instructional programs that are aligned with state standards</i>
<b>Data for Instructional Decisions for Student Achievement</b>	<i>A system is being implemented which allows for the continuous use of data to make instructional decisions for students.</i>

**Findings:**

- Teachers, school leaders and network partners reported *Datacation* is a data warehouse program that gives the staff a dynamic view of data for the entire school. Data comes from a variety of sources and includes student/family information, attendance figures, and academic assessments.
- According to teachers and school leaders, the whole staff meets once monthly to get a snapshot of the current standing of the school in terms of academics, attendance and behavioral incidents. Weekly departmental meetings study the data to make decisions at the department and classroom level.
- Teachers reported that the use of data is now a part of the daily lesson preparation with collaboration among colleagues on how to effectively address individual student needs.
- The school is using Data Wise and Data to provide ongoing professional development to teachers.
- School leaders provided information on State and benchmark assessments teachers utilized to inform instruction.
- The leadership team and teachers meet monthly to review and assess building level data. The SED site visit team was provided with documented evidence of these meetings.

<b>CURRICULUM AND TEACHING</b>	
<b>Increased Learning Time</b>	<i>The school has implemented a longer school day, week, or school year to significantly increase the total number of school hours to provide additional time for instruction in core academic subjects, or in enrichment subject areas, or added time for teacher collaboration.</i>
<b>Mapped and Paced Curriculum</b>	<i>The written district/school level curriculum is aligned to NYS standards, performance indicators, the core competencies and is being implemented. Pacing guides are developed, used and monitored.</i>
<b>Instructional Programming is Linked to Needs Assessment</b>	<i>Curricular decisions have been made to meet the needs of all students.</i>
<b>Effective Teaching</b>	<i>There is evidence of rigor, relevance, pacing, and alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
<b>ELL/SWD</b>	<i>The necessary instructional programs and highly qualified staff are in place to support the needs of English Language Learners (ELL) and students with disabilities (SWD).</i>

### **Findings:**

- During focus group sessions, school leaders and staff indicated that the school has implemented a longer school day by adding a 9th period during which credit recovery courses are offered. The site visit team observed the use of *Read 180* and regular student use of *iMacs*.
- Teachers interviewed as part of the focus group reported that AUSSIE consultants continue to work with the staff to review and revise the core curriculum at the departmental level and across the grades. Teachers reported they are empowered to move into leadership positions in the curriculum development and revision process.
- The focus group noted the data gathered from the program *Datacation* has allowed the teaching staff to develop more formative assessment instruments. The English department in particular is creating an assessment databank for ELA, with the collection of exemplars as part of the process.
- The focus group also reported a strategic use of data from weekly formative assessments has allowed teachers to make immediate interventions with students.
- The NYSED site visit team observed a significant improvement in instruction throughout the building, with evidence of academic rigor in the quality and quantity of displayed student work, the quality of higher level questioning and in the effective engagement of students in classroom activities, discussions and investigations. While there is still unevenness in the implementation of these activities and discussions, the overall improvement of instruction in the classrooms observed was apparent.
- In all classrooms observed by the NYSED site visit team, the lesson aim was posted for the students.
- The NYSED site visit team observed multiple instances of differentiated instruction provided to English language learners in science classes, via the push-in model of instruction.

<b>STUDENT SUPPORT</b>	
<b>Additional Support</b>	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
<b>Counseling</b>	<i>Student support services are in place to provide students in need with additional social support (education/career counseling, social work, drug/alcohol/violence counseling, school psychologist, health/mental health)</i>

	<i>professional)</i>
<b>Enrichment Opportunities</b>	<i>Students have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer.</i>

**Findings:**

- The student focus group reported that the newly developed and implemented enrichment activities are well received.
- The school leaders reported students are receiving additional academic and developmental support based on need, in addition to an additional period at the end of the day, in which credit recovery courses are offered.
- Students reported they have opportunities to participate in enrichment activities after the school day. They stated the only after school activities are baseball and basketball.
- School leaders stated that they intend to offer a summer bridge program for incoming ninth graders.
- Students expressed even though the school is named as an integrated arts school, there are few offerings of integration of the arts. Students stated there is only one art class to take per grade. Parents interviewed indicated that only ninth grade students receive a course in music. Both students and parents would like to see offerings expanded.
- Students and school leaders stated there are limited opportunities for students to take advanced placement and college courses. School leaders reported these are opportunities that they would like to see expanded for students.
- School leaders and students spoke with enthusiasm about their college week program. Some activities included: spring College Fair, college presentations and trips.

<b>TRANSFORMATIONAL SCHOOL LEADERSHIP</b>	
<b>Effective Leadership</b>	<i>The school leader has the experience and skills needed to successfully implement a turnaround model and to act as a change agent for the school.</i>
<b>Leadership Development</b>	<i>School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.</i>
<b>School Improvement Manager/External Providers</b>	<i>The school is being guided and informed by its partnership with its School Improvement Manager or external provider.</i>
<b>Building Level Leadership Team</b>	<i>The school is utilizing its Building Leadership Team to implement the intervention model.</i>

**Findings:**

- The school principal was observed to be present and demonstrated, through discussion and action, knowledge and skill to implement the key transformation features of the school (e.g., small learning communities, data-driven instruction, job-embedded professional development for teachers and leaders, key partnerships with external service providers, stakeholder and parent engagement).
- The school leadership team reported useful professional development received, in data-based decision making and teacher evaluation (Danielson’s Model) rubrics and assessment procedures.
- The district-level Network Team leaders/liasons were present.

- The district-level Network Team leaders/liasons reported that the new school principal has brought noticeable clarity and focus to the implementation of the school transformation plan.
- The district-level leadership reported that the new school principal and leadership team has created an important foundation and a needed next-step is to put essential systems and structures into place.
- Key external partner organizations were present and reported ongoing efforts to build the capacity of the school leadership team. The document evidence of professional development for school leaders supported this claim.

<b>SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b>	
<b>Environment is Conducive to Learning</b>	<i>The school is safe, orderly and academically-oriented. Supervision is sufficient, respectful and consistent.</i>
<b>Shared Vision</b>	<i>School staff understands the focus/ vision of the school's improvement efforts and supports them in a consistent and effective manner.</i>
<b>Collaboration</b>	<i>Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect improvement efforts.</i>
<b>Parent Involvement</b>	<i>Strategies are being implemented to increase the involvement and contributions of parents.</i>
<b>External/Community-Based Partners</b>	<i>Strategies are being implemented to increase the involvement and contributions of community partners.</i>

**Findings:**

- During their focus groups session, students reported that they feel safe within the school and in the immediate school area; before, during, and after school.
- Students reported feeling supported by the adults in the building. Additionally, they stated the perception throughout the school is, "there is always a trusted adult," that they can turn to with issues or problems.
- The school grounds and hallways were observed to be safe and orderly during class periods as well as transition time between classes.
- Adult supervision and presence was consistently observed on school grounds and throughout the classrooms and hallways.
- Document evidence, such as invitations and meeting agendas, provides evidence of parent engagement opportunities since the arrival of the new school principal.
- The school principal reported that the Abyssinian, a key partner, has been tasked with focusing on parent engagement. The Abyssinian representative confirmed this agreement.

<b>OTHER FUNDING SOURCES</b>	
<b>Use of 1003(g) or 1003(a) grant funding</b>	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
<b>Use of Other Funding Sources besides 1003 (g)</b>	<i>In addition to SIG 1003(g) and/or 1003(a) funds, the LEA is using a number of other resources to implement the school intervention models or the Restructuring Plan, as applicable.</i>

**Findings:**

- The site visit team conducted classroom observations, led focus group sessions and reviewed documentation provided to us by school staff. Together, these sources confirm that funds are being used to support the implementation of the school's transformation model.

- According to the leadership group, SIG funding was made available to the school in February, 2011. As a result, the school used local funds to initiate much of the work delineated in its original improvement plan.
- An amended draft budget was presented to the site visit team. School leaders and the network team stated they were not aware of the current approval status of the amended budget.

<b>DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT</b>	
<b>District Support Provides Operational Flexibility to the School</b>	<i>The LEA provides or is planning to provide the school operational flexibility (such as matters regarding staffing, calendars/time, and budgeting).</i>
<b>District has a systemic plan for intervention and improvement</b>	<i>The LEA has incorporated all JIT recommendations and requirements of the SIG Application into the improvement plan for the school.</i>
<b>District has a plan to identify, recruit, place, and retain effective leadership</b>	<i>In accordance with SIG requirements, the LEA has a plan for hiring and retaining leadership.</i>

**Findings:**

- The school has been provided the operational flexibility to develop key partnerships that are organized, coordinated and focused on both short-term and long-term needs of the school.
- School leaders reported the school is scheduled to receive a Quality Review by NYCDoE's in May 2011, and views the review as an opportunity to gather constructive feedback to inform its school improvement efforts.
- Network and district representatives have been working with Bread and Roses High School representatives and staff from the NYCDoE transformation schools, providing professional development for teacher effectiveness evaluations. The schools have been meeting together for mutual support, school improvement planning, and student assessment training.
- The teacher effectiveness committee began initial work in October 2010, and has been heavily involved in the year two planning of the SIG application.

**Summary:**

The State Education Department four member site visit team conducted a full-day site visit at Bread and Roses Integrated Arts High School on April 12, 2011. Although the visit was brief, the team was able to acquire information about the school's efforts to implement their reform model for improving student learning.

The site visit team met with various stakeholders and reviewed initiatives that appear to provide the school with the opportunity to make progress towards improved student achievement. The school leadership team is visible and supportive, and the network is actively involved in the school improvement efforts. Numerous external partners are working collaboratively with the school, and the teaching staff is proactive and student-centered.

Staff, students, parents and educational partners all spoke positively of the school's efforts to improve student achievement. District and school representatives were candid with their comments and highly cooperative throughout the PLA monitoring process. The school and the district appear to be working together to coordinate their efforts and implement as much of their Transformation Model as possible.

The next site visit to Bread and Roses Integrated Arts High School will be during the fall of 2011.