



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

School:	Bread and Roses Integrated Arts High School – Transformation Model	School District:	New York City Department of Education – Community School District # 5
Date of Site-Visit:	January 6, 2010	Members of Site-Visit Team:	Andrew McGrath, Kalimah Geter, LoriAnn Curtin

STAFFING	
Collective Bargaining	<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>
Teacher Evaluations linked to Student Performance	<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>
Identify and Reward staff or Remediate/Remove Staff	<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>
Implementation of Strategies to Recruit, Place, and Retain Qualified Staff	<i>Activities are funded to recruit, place, and/or retain highly qualified teachers.</i>

Findings:

- Collective bargaining continues regarding the teacher evaluation system. The union and the New York City Department of Education (NYCDoE) have agreed that during the 2010-11 school year, evaluations will be based only on the use of a four tiered rating system and will not include student growth. Draft rubrics have been provided and the schools were on track to begin implementation in February, 2011. The elements of the rubric focus on the four domains of the Charlotte Danielson Model which are:
 - o Planning and Preparation,
 - o The Classroom Environment,
 - o Instruction, and
 - o Professional Responsibilities.
- Administrators stated the principal, assistant principals, and a United Federation of Teachers (UFT) representative attended workshops regarding the year-long pilot of a comprehensive evaluation system.
- The SED site visit team gathered no evidence regarding the school’s efforts to recruit, place and retain qualified staff. Nor did it gather evidence regarding a clear and transparent process for identifying staff for rewards and remediation.

PLANNING	
Implementation of Timeline	<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>
Performance Targets	<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>
Implementation of JIT Recommendations	<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:

- The school has not hired two master teachers and one turnaround teacher, as delineated in the original fiscal statement of the school improvement grant (SIG) application.
- The school has not hired the bi-lingual parent coordinator as delineated in the SIG application. The school has an English language learner (ELL) population of 16.54%.
- At the time of the site visit, NYCDoe had not yet hired a permanent principal for the school.
- The NYCDoe representative stated the district has not yet hired, but is planning to hire the following: six school implementation managers, an associate director for pipeline development (the director for pipeline development has already been hired), an associate for business/operations, and an operations analyst.
- The NYCDoe representative stated the aforementioned positions and the following positions which have already been filled, will be paid for with the transformation model funding: director for turnaround, deputy director for turnaround and transformation schools, and director for partnership support and capacity building
- The Read 180 program, as proposed in the revised fiscal statement of the SIG application, has not yet been implemented.
- District staff stated the college readiness program has been expanded so that it may be offered to students in grades nine through twelve, not just to grades 11 and 12 students.
- The school did not receive a Joint Intervention Team review. According to the SIG application, New York City Department of Education (NYCDoe) central office staff, network and school staff conducted a comprehensive review of the school's education program.

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

Findings:

- School leaders indicated the following professional development has either been offered or is planned for the near future:

- Abyssinian Development Corporation (ADC) will provide leadership training. The SED site visit team met with ADC leaders to confirm the partnership.
- Australian United States Services in School (AUSSIE) consists of three specialists to work with staff in areas of literacy, best practices and differentiated instruction. At the time of the visit, one specialist was in place.
- Study groups exist regarding best practices in differentiating instruction 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.

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

Findings:

- At the time of the visit, the SED site visit team did not observe evidence regarding the use of data to identify and implement research-based instructional programs that are aligned to state standards, nor did the team see evidence of a system being implemented to allow for the continuous use of data to make instructional decisions for students.

CURRICULUM AND TEACHING	
Increased Learning Time	<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>
Mapped and Paced Curriculum	<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>
Instructional Programming is Linked to Needs Assessment	<i>Curricular decisions have been made to meet the needs of all students.</i>
Effective Teaching	<i>There is evidence of rigor, relevance, pacing, and alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
ELL/SWD	<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 the school has implemented a longer school day by adding a ninth period during which credit recovery courses are offered.
- The school did not provide evidence of any curriculum mapping and pacing documents. They provided course syllabi.
- The SED site visit team observed inconsistent instruction throughout the building, with limited evidence of academic rigor.

- In all but one classroom observed by the SED site visit team, the lesson aim was posted for the students.
- The school offers English as a second language courses at levels I, II, and III.
- The SED site visit team observed one instance of differentiated instruction provided to English language learners, via the push-in model of instruction.

STUDENT SUPPORT	
Additional Support	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
Counseling	<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 professional)</i>
Enrichment Opportunities	<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 school did not submit evidence that students are receiving additional academic and developmental support based on need, except for the mention of the additional period at the end of the day, in which credit recovery courses are offered.
- Students reported they have very minimal opportunities to participate in enrichment activities after the school day. They stated the only after school activities are baseball and basketball.
- The SED site visit team was not made aware of any enrichment activities that might be offered during the school day or during the summer.
- Students expressed even though the school is named as an integrated arts school, there are no course 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.

TRANSFORMATIONAL SCHOOL LEADERSHIP	
Effective Leadership	<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>
Leadership Development	<i>School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.</i>
School Improvement Manager/External Providers	<i>The school is being guided and informed by its partnership with its School Improvement Manager or external provider.</i>
Building Level Leadership Team	<i>The school is utilizing its Building Leadership Team to implement the intervention model.</i>

Findings:

- Currently, the district is in the process of replacing the interim principal. The permanent principal has not yet been hired. District leaders expect the new principal to be in place by the end of January 2011. Consequently, no evidence was gathered regarding the skills experience or professional development of the school leader.
- At the time of the site visit, the school improvement manager (SIM) referred to in the school/district budget narrative had not been hired. The school is guided by network leaders, who assist the school in providing appropriate and coordinated external providers.

- Evidence regarding the leadership team and the professional development provided to school leaders was not requested for this site visit due to the interim nature of the school's leadership.

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

Findings:

- The SED site visit team observed the school does not have a functional library. The library room is used for meetings and storage. During their focus group session, students stated that, though they are not allowed to eat in the room, they are allowed to sit in the room during their lunch period because the cafeteria is too small to accommodate all students.
- While the school on the whole was safe, the SED site visit team observed varying degrees to which the school's "Non-Negotiable" rules were being enforced. The non-negotiable list relates to the dress code, appropriate language, and general school conduct.
- Focus group discussions with teachers indicated a strong desire from them to implement a comprehensive school improvement effort. However, the focus and vision of these efforts were not clear to the staff.
- Staff indicated e-mail communication is made difficult due to a lack of technology available to teachers. As a result, timely and on-going messages to the entire staff are not efficiently delivered.
- A parent organization exists at the school; however, parents interviewed stated that few parents attend their meetings. Other strategies to increase parental involvement were not discussed. This will be a focus of the next SED site visit.
- The school has an emerging relationship with AUSSIE. Their in-school efforts began in December 2010, with increased personnel due to begin in January 2011.
- The school is poised to begin a partnership with Abyssinian Development Corporation (ADC), according to an ADC representative present at the time of the site visit.

OTHER FUNDING SOURCES	
Use of 1003(g) or 1003(a) grant funding	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
Use of Other Funding Sources besides 1003 (g)	<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 school has not yet received its SIG 1003 (g) funds from the NYCDoE.

- During the SED site visit, the NYCDoE representative presented a revised fiscal statement (FS-10) for the school's use of SIG 1003 (g) funds, which had different line items and a different total budget amount.

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

Findings:

- The SED site visit team did not see evidence that the NYCDoE provides or is planning to provide the school with operational flexibility.
- Bread and Roses Integrated Arts High School did not receive a Joint Intervention Team visit; therefore, they did not have recommendations to incorporate into their SIG application.
- The NYCDoE is in the process of hiring leadership for the school.

Summary:

The State Education Department three member site visit team conducted a full-day visit at Bread and Roses Integrated Arts High School on January 6, 2011. Although the visit was brief, the team was able to ascertain information about the school's efforts to begin the implementation of their reform model for improving student learning.

The site visit team observed a number of issues that are currently preventing the school from making significant strides towards the implementation of their transformation model. At the time of the visit, the school was being led by an interim principal. As a result, school improvement efforts have been stymied to a large degree. In addition, the school does not have a functional library. The library room was being used for storage and overflow seating during the lunch period. Students and staff do not have adequate access to technology. Although each classroom was outfitted with a computer or an interactive whiteboard, there was little evidence of effective technology use. Finally, the school appeared to lack a clear, concise and rigorous strategy for rapid improvement of student achievement.

During the next full day visit, the team will also focus on findings outlined in this report and will again conduct document reviews and interviews in the following areas: staffing; planning; professional development; data analysis; curriculum and teaching; student support; school leadership; school climate and community engagement; and district support and planning for development.