



FRANKLIN D. ROOSEVELT HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: CFN302

ADDRESS: 5800 20TH AVENUE, BROOKLYN, NY 11204

TELEPHONE: 718-621-8800

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K505 **SCHOOL NAME:** Franklin Delano Roosevelt High School

SCHOOL ADDRESS: 5800 20th Avenue

SCHOOL TELEPHONE: 718-621-8800 **FAX:** 718-232-9513/718-621-8807-8809

SCHOOL CONTACT PERSON: Steven M. DeMarco **EMAIL ADDRESS:** sdemarc@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joseph Ferrantelli

PRINCIPAL: Steven M. DeMarco

UFT CHAPTER LEADER: Jorge Mitey

PARENTS' ASSOCIATION PRESIDENT: Elizabeth Rook

STUDENT REPRESENTATIVE:
(Required for high schools) Rifat Ahmed/Suela Duka

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20K505 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: Roz German

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Steven M. DeMarco Joseph Ferrantelli	*Principal or Designee	
Jorge Mitey	*UFT Chapter Chairperson or Designee	
Elizabeth Rook	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Josephine Bologna	DC 37 Representative, if applicable	
Aryan Abawi Morsal Abawi (as of 10/28/2010)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Helen Kenna	Member/parent	
	Member/parent	
Salvatore Catalano	Member/teacher	
Gregory Bernardi	Member/teacher	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

Vision Statement

All students can meet higher standards when provided with a comprehensive curriculum in a supportive, caring and safe environment.

Mission Statement

It is our mission to educate all of our students to the limits of their abilities. To allow them to clearly see that they possess powers they have never dreamed of. All things that they thought impossible are truly possible with hard work, and determination. There are no limitations except the limitations of their own mind.

Contextual Information about the School's Community and its Unique/Important Characteristics

Franklin Delano Roosevelt High School is a comprehensive high school located at the border of Bensonhurst and Borough Park servicing students from throughout the Borough of Brooklyn. Franklin Delano Roosevelt High School is among the most ethnically diverse schools in the country. Our students were born in some 89 different countries representing 51 different language groups. Within our diverse population approximately 39% of our students are currently identified as English Language Learners.

Approximately 684 students enter 9th grade from a variety of intermediate schools. A review of the entering class of 2009 indicates that, of the students tested, approximately 80% entered with an ELA score of 2 or above and approximately 85 % entered with score of 2 or above in mathematics. To address the multifaceted needs of our diverse population, the education program has been structured to challenge our students to meet the highest standards while providing them with the support necessary to meet the challenge. Our courses range from basic literacy and numeracy to Advanced Placement in all disciplines. The needs of our English Language Learners are addressed in our extensive ESL program, the utilization of ESL strategies in all disciplines and our bilingual programs in Chinese, and Spanish. To improve the success of our 9th grade students, they are block-programmed into a Freshman Academy based on their skill levels. We have built upon the success of the Freshman Academy by creating an interdisciplinary program for sophomores in English and Social Studies.

In an effort to provide our students with additional opportunities to experience college level courses, we have an extensive College Now Program under the direction of Kingsborough Community College.

Much of the success we have experienced in addressing our mission is the result of the budgetary decisions which have been made at the school to direct available funding toward classroom instruction.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B- April 2010)

School Name: Franklin Delano Roosevelt High School
District: 20 **DBN:** 20K505 **CEP Code:** 0020001000

Grade						
	K	4	8	11	√	
	1	5	9	12	√	
	2	6	10	Ungraded	√	

Enrollment				Attendance - % of days students attended:			
(As of June 30)				(As of June 30)	2007-08	2008-09	2009-10
Pre-Kindergarten					83.4	85.6	TBD
Kindergarten							
Grade 1	0	0	0	Student Stability- % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.9	90.9	TBD
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 6	0	0	0		58.1	56.7	72.4
Grade 7	0	0	0	Students in Temporary Housing- Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	1239	1083	1043		21	138	TBD
Grade 10	1276	1272	1254	Recent Immigrants- Total Number:			
Grade 11	518	551	581	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	555	505	576		379	388	361
Ungraded	20	14	32				
Total	3608	3425	3486				

Special Education Enrollment:
 (As of October 31)

	2007-08	2008-09	2009-10
# in Self-Contained Classes	236	227	237
# in Collaborative Team Teaching (CTT) Classes	68	68	60
Number all others	81	73	90

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment:
 (BESIS Survey)
 (As of October 31)

	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	553	590	695
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	716	673	715

Suspensions (OSYD Reporting) - Total Number:
 (As of June 30)

	2007-08	2008-09	2009-10
Principal Suspensions	44	96	TBD
Superintendent Suspensions	32	38	TBD

Special High School Programs- Total Number:
 (As of October 31)

	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

Number of Staff – Includes all full-time staff:

	2007-08	2008-09	2009-10
Number of Teachers	187	187	TBD

(As of October 31)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B- April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	46	58	112	Number of Administrators and Other Professionals	67	75	TBD
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These students are included in Education enrollment information					13	10	TBD
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Overage Students (#entering students overage for grade) (As of October 31)	2007-08	2008-09	2009-10	Teacher Qualifications: (As of October 31)	2007-08	2008-09	2009-10
		337	308		TBD	% fully licensed & permanently assigned to this school	99.5
				% more than 2 years teaching in this school	76.0	75.4	TBD
				% more than 5 years teaching anywhere	64.6	66.0	TBD
Ethnicity and Gender- % of Enrollment: (As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88.0	88.0	TBD
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly Qualified" teachers (NCLB/SED)	92.6	94.1	TBD
Black or African American	9.4	9.0	8.1				
Hispanic or Latino	36.8	35.0	33.5				
Asian or Native Hawaiian/Other Pacific Isl.	35.2	37.2	39.6				
White	18.4	18.5	18.3				
Male	55.9	57.2	57.4				
Female	44.1	42.8	42.6				

2009-10 TITLE I STATUS

√ Title I Schoolwide Program (SWP)
Title I Targeted Assistance
Non-Title I

Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
				√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School(Yes/No) If yes, area(s) of SURR identification:

Overall NCLB/Diferentiated Accountability Status (2009-10) Basedon2008-09 Performance:

Phase	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement Year 1			
Improvement Year 2			
Corrective Action (CA) – Year 1			
Corrective Action (CA) – Year 2			
Restructuring Year 1			
Restructuring Year 2			

√

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B- April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level

ELA:							
Math:							
Science:							

This school's Adequate Yearly Progress (AYP) Status:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	√	X	56
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	√		
Hispanic or Latino				√sh	√sh		
Asian or Native Hawaiian/Other Pacific Islander				X	√		
White				√	√		
Multiracial				-	-	-	
Students with Disabilities				√sh	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				3	6	0	

CHILDREN FIRST ACCOUNT ABILITY SUMMARY

Progress Report Results – 2008-09

Overall Letter Grade:	B
Overall Score:	59.4
Category Scores:	
School Environment: (Comprises 15% of the Overall Score)	8.9
School Performance: (Comprises 25% of the Overall Score)	11.2
Student Progress: (Comprises 60% of the Overall Score)	34.3
Additional Credit:	5

Quality Review Results – 2008-09

Overall Evaluation:	NR
Quality Statement Scores:	
QualityStatement1: Gather Data	
QualityStatement2: Plan and Set Goals	
QualityStatement3: Align Instructional Strategy to Goals	
QualityStatement4: Align Capacity Building to Goals	
QualityStatement5: Monitor and Revise	

KEY: AYP STATUS

- √ = Made AYP
- √^{SH} = Made AYP Using Safe Harbor Target
- = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT ATA

NR=Data Not Reported

KEY: QUALITYREVIEWSCORE

- Δ = Underdeveloped
- ▶ = Underdeveloped with Proficient Features
- √ = Proficient
- W=Well Developed
- ◇ = Outstanding
- NR=No Review Required

* =For Progress Report Attendance Rate(s) – If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

includes the statistics of students who are newly arrived to this country who may be students with interrupted formal education (SIFE) and have limited English skills. Data from our School Demographics and Accountability snapshot shows an increase in the number of SIFE and homeless students attending FDR High School. This is a trend which impacts our NCLB Accountability status.

With a register that closely approaches 4,000 students, the number of English language learners at FDR constitutes approximately 39% of the student population. Given the magnitude of these numbers, ELL instruction is one of the top priorities of the school. FDR's uncommonly large ELL population is varied and ranges from youngsters newly arrived to the country, to students who have been studying ESL for more than six years (long term ELL). As is evident by observing the percentage of ELL at FDR, their performance and achievement has a significant effect on school progress and data outcomes.

The school receives a significant per capita Title III allocation that is used to provide a variety of academic intervention services (AIS), such as Regents Preparation, Saturday Academy, Peer Tutoring, a Parent Academy and push-in ESL teacher services during summer school. Due to these comprehensive AIS, and upon a review of student achievement in report cards, Regents exams and NYSESLAT scores, ELL performance has improved. Based on recent information, the number of ELL who takes and passes Regents examinations appears to be higher at FDR than similar schools and city schools. However, on review of the 2008-2009 Accountability and Overview Report, ELL did not meet Adequate Yearly Progress (AYP) in English Language Arts (ELA) and Mathematics.

Although ELL performance has been above the fields of comparison in all areas, it still needs improvement and increased effort in providing the necessary AIS in ELA and Mathematics to make possible that the expected number of ELL meet AYP in these subjects. In order to build upon the pattern of achievement in all other subject areas, we will continue to provide quality y professional development to ESL, ELA, Freestanding ESL and Bilingual Content teachers on best practices and effective strategies and methodologies for providing instruction to ELL. FDR also continues to pursue maintaining its group of appropriately certified teachers in all pertinent subject areas. Our goal for ELL is to provide equity, opportunity and meaningful language and content area instruction to reflect consistent credit accumulation and adequate progressive movement, to increase graduation rates within their cohort. Language instruction and content area instruction are interdependent and pursue parallel success.

Over the past few years we have had an increased awareness and sensitivity to the needs of incoming freshmen transitioning into a comprehensive high school. We begin the school year with a welcoming event which provides a thorough orientation to our school complimented by an extensive luncheon. All staff members participate in the planning and execution of this event. The academic needs of this population have been addressed through the revision of curricula and the implementation of differentiated instruction. A 9th grade academy was established in 2009-2010 for all incoming freshmen. Its success enabled 59% of our freshmen class to become sophomores. This was a 10% increase over the previous year. An academy has also been established amongst the repeater freshmen as well. This has also assisted in creating a community amongst the returning freshmen allowing teachers to address their unique needs. In addition, a social worker provided individual and group counseling to repeater freshmen. We recognize the importance of the first year of high school and its impact on a students continued success. Our goal is to provide support necessary for ongoing credit accumulation. Significant barriers which impact upon our success are directly associated with poor pre-established work habits along with the unawareness of the consequences of failure at the high school level. Guidance outreach is provided on an ongoing basis to raise student awareness in this respect.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

To increase the graduation rate for the M cohort to 60%. Currently our graduation rate is 49.8% according to our NCLB accountability status. Presently there are 946 students in our M cohort. In order to meet our goal, 567 of these students must graduate by August, 2011.

To increase the percentage of students earning 10 or more credits in each grade level by 5%. Presently we have 902 freshmen, which include our repeater freshman. 67% % met the goal.

TO INCREASE REGENTS PASSING PERCENTAGE RATES OF OUR ELL POPULATION BY 2%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

GRADUATION

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the graduation rate for the 2011 cohort to 60%. Currently our graduation rate is 49.8% according to our NCLB accountability status. In our 2010 cohort we have 779 students. In order to meet our goal, we must have 428 students graduate by June, 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Offer an extensive credit recovery program including after-school courses, extended day opportunities and a Saturday Academy. • L1 TO L4 classes will incorporate our Regents focus in their curriculum. Provide after-school and/or Saturday tutoring to all 5th term students that are in English classes lower than E5 • Test all 5th term students in ELA • Inform teachers of students in the graduating cohort who are struggling to succeed • Offer additional courses after school and on Saturday for credit accumulation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Identification of exceptionally qualified staff members teaching Regents Prep courses is critical in the success of offering Regents Prep classes.</p> <p>Fair Student Funding and C4E Funding will be utilized to implement our strategies. SINI Grant</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The 2011 cohort will be reviewed mid year using the Progress Towards Graduation Report to assess the percentage of students eligible for graduation.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

CREDIT ACCUMULATION

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students earning 10 or more credits in each grade level by 5%. Presently we have 868 freshmen, of which 67% met the goal.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Block programming for all incoming freshmen • Common planning time amongst block program teachers • Tutoring will be offered 2 days a week and on Saturdays through an SES provider • Extended day classes and credit recovery opportunities offered to students • Case conferencing through the PPT and block teachers • Inquiry work targeting students falling out of the successful sphere • Referral to outside support services • Interdisciplinary focus between English 4 and Global History4 classes. • A Sophomore Academy focusing on the specific needs of sophomores
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 Funds will be used to support the block programming for all incoming freshmen students and promote parental involvement. C4E funding will be utilized to support all extended day programs. The Children's First Initiative supports the inquiry work of our staff</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Scholarship Reports will be reviewed at the end of each marking period to assess credit accumulation in each course.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **ENGLISH LANGUAGE LEARNERS**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>TO INCREASE REGENTS PASSING PERCENTAGE RATES OF OUR ELL POPULATION BY 2%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A Newcomers Academy • Intensive literacy
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	205	267	217	159	156	52	92	23
10	167	150	235	68	68	38	59	32
11	122	50	56	38	42	15	43	27
12	77	18	43	34	15	14	18	18

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Block programming 9th grade, revised curriculum; tutoring (during and after school), Homework Club (after school); Extended day classes, Saturday Literacy Academy for ELLs; ESL Parent Academy, Saturday Regents prep classes, direct instruction ESL.
Mathematics:	Block programming 9th grade, tutoring (during and after school), Homework Club (after school); Extended day classes, Saturday Regents prep classes; two and four term sequence for Algebra, three and four term sequence available in Math A and Math B
Science:	Block programming 9th grade, two and three term sequence in Living Environment and Chemistry, Science labs conducted in native language, living environment classes for returning freshmen level one readers, literacy push-in. Make-Up Lab Program.
Social Studies:	Block programming 9th grade, General and Regents tutoring, teacher tutoring during the day and on Saturdays, peer tutoring during the day, native language classes
At-risk Services Provided by the Guidance Counselor:	Individual and group counseling, standardized guidance curriculum, anger management and peer mediation. Referrals to SAPIS and Relation Abuse Prevention staff. Referrals to outside counseling services. Referrals to Vocational and Tech Prep programs inside and outside of the school.
At-risk Services Provided by the School Psychologist:	Provide on an ongoing basis the diagnosis, remediation, consultation, resources coordination, networking, and other assets central to reducing high-risk behavior. Crisis intervention as needed with students; individual or in groups.
At-risk Services Provided by the Social Worker:	Help students on an ongoing basis who are experiencing problems which interfere with their academic or social adjustment; serve as the liaisons between the home, school, and our community. Provide crisis intervention as needed with students; individual or in groups.
At-risk Health-related Services:	Condom Availability Program, six mandated HIV lessons, will implement a Step Up STD School Screening Project.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Conyers 302	District 20	School Number 505	School Name FDR HS
Principal Steven DeMarco		Assistant Principal Elva Sánchez	
Coach type here		Coach type here	
Teacher/Subject Area Leonora Florio-Fintz ESL		Guidance Counselor Dr. Laura Alvarez	
Teacher/Subject Area Adrienne Naso ESL		Parent Elizabeth Rook	
Teacher/Subject Area type here		Parent Coordinator Michelle Muñoz	
Related Service Provider type here		Other type here	
Network Leader Roz German		Other type here	

B. 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	23	Number of Certified	2	Number of Certified	15
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ESL Teachers		Bilingual Teachers		NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	31

C. School Demographics

Total Number of Students in School	3580	Total Number of ELLs	1560	ELLs as Share of Total Student Population (%)	43.58%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Franklin D. Roosevelt High School (FDR) is a school running at full capacity in a ten period a day schedule. The total enrollment at FDR is 3,580 of which 1,468 (38.82%) are identified English language learners (ELL). The ethnic distribution of FDR consists of 22.4% white, 8.3% black, 32.6% Hispanic, and 36.6% Asian and others.

Students who may be ELL's who are referred to FDR by the placement center are initially interviewed by intake personnel in the guidance office. After reviewing student documentation and interviewing parents, parents are given the Home Language Identification Survey (HLIS) which gathers information pertaining to the language students use at home, as well as students' prior education. Students are then sent to the Foreign Language Coordinator, Ms. Leonora Florio-Fintz and the LAB/BESIS Coordinator, Ms. Adrienne Naso, both fully certified ESL teachers. Here they are given the LAB-R to determine ESL entitlement and status as students with interrupted formal education (SIFE). While the LAB/BESIS Coordinator administers the LAB-R to the new students, parents view the Parent Orientation Video, which provides information on the three program choices. The Foreign Language Coordinator sits with parents and provides further

information on the choices available for their children at this school. FDR offers Spanish Bilingual and Chinese Bilingual programs and Freestanding ESL for all students for whom there is no bilingual instruction program available. Parents then select from the programs available and sign a Program Selection Form or an Opt-Out letter. Students are then placed based on their score in the LAB-R and the parent program selection. Students whose parents opt for the Spanish or Chinese Bilingual Program are also given a native language arts (NLA) placement exam and scheduled for NLA classes accordingly. Spanish speaking students also take the Spanish LAB exam. Additionally, within the first ten days of the school year parents are invited to a Parent Orientation Meeting, where the Parent Orientation Video is presented one more time. During that meeting, parents meet with bilingual counselors who offer information on parental options, graduation requirements, Regents exams, New York State English as a Second Language Test (NYSESLAT), school guidelines, services available and calendars of parent and student activities. A group of translators in languages such as Russian, Arabic, Urdu, Bengali and Albanian are also present to offer simultaneous interpretation to parents. At this meeting, the school Parent Teacher Association is present, as well, and provides parent support information.

Students, who are not new to the system, who come from another school in the NYCDOE system and were registered during the spring semester of the previous year, are placed according to their score on the NYSESLAT.

Given that the ELL register at FDR is so high, student bio and academic information is kept in an Excel document and on a Student Profile Card (SPC), as well. SPC's contain academic information such as testing history and courses taken and passed. They also include biographical information such as date of birth, home language, country of birth, years in NYCDOE schools, years in the United States, parental option letters sent and program option.

Entitlement letters are sent to parents of new incoming ELL as soon as they are identified. As FDR registers ELL continuously throughout the school year, the LAB/BESIS coordinator completes letters of entitlement for each newly identified ELL and forwards it to the parents. Follow up to ensure that signed letters are returned is performed weekly and parents contacted by phone or mail, as needed. Letters are kept in students' permanent records and copies of them in the LAB/BESIS Office. Parent surveys are distributed during Open School Days. Importance of completing all surveys is emphasized in ESL classes on a regular basis. Through the services of the Office of Translations and Interpretations, entitlement letters are translated into the language of the receiving parents. LAB/BESIS coordinator keeps track and communicates with parents to make sure that due documents are returned. Up-to-date entitlement letter information is kept on the SPC.

A total of 413 identified ELL have registered at FDR since the beginning of the fall 2009 semester. Parental program choice has been as indicated ahead. Of the 248 Chinese speaking students registered, parents of 239 (96%) of them opted for our Chinese Transitional Bilingual Program; and parents of 9 (4%) of the students registered opted for Freestanding ESL instruction. Of the 71 Spanish speaking students registered, parents of 58 (82%) of them opted for our Spanish Transitional Bilingual Program; and parents of 13 (18%) of the students registered opted for Freestanding ESL instruction. Parents of all of the 94 (100%) students speaking other languages, opted for Freestanding ESL instruction. FDR High School does not offer Dual Language Program. It is evident that the majority of the parents tend to opt for the bilingual education option, where available.

4aste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										72	69	60	28	229
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										16	17	12	12	57
Push-In														0
Total	0	0	0	0	0	0	0	0	0	88	86	72	40	286

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1560	Newcomers (ELLs receiving service 0-3 years)	923	Special Education	116
SIFE	146	ELLs receiving service 4-6 years	265	Long-Term (completed 6 years)	250

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

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	494	36	0	122	22	0	136	17	0	752
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	460	26	62	184	21	32	164	14	22	808
Total	954	62	62	306	43	32	300	31	22	1560

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education															
Number of ELLs by Grade in Each Language Group															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Spanish										135	104	74	18	331	
Chinese										176	169	54	22	421	
Russian														0	
Bengali														0	
Urdu														0	
Arabic														0	
Haitian														0	
French														0	
Korean														0	
Punjabi														0	
Polish														0	
Albanian														0	
Yiddish														0	
Other														0	
TOTAL	0	311	273	128	40	752									

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	
	ELL	EP	ELL	EP																

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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
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:
Native American:	White (Non-Hispanic/Latino):
	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										19	21	11	19	70
Chinese										73	142	56	51	322
Russian										11	31	12	16	70
Bengali										26	28	7	19	80
Urdu										19	29	11	7	66
Arabic										10	26	19	9	64
Haitian											1			1
French														0
Korean											1		1	2
Punjabi														0
Polish										2	11	3	2	18
Albanian										1	1	1	2	5
Other										51	32	14	16	113
TOTAL	0	212	323	134	142	811								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

As a large high school, FDR offers departmentalized instructions, with classes provided in 47 minute periods. 10 periods of instruction are provided from 7:44 A.M. to 4:10 P.M. Content area, foreign language and NLA classes are offered in single period classes, whereas ESL instruction is given per CR Part 154 guidelines. At the beginner level, three periods daily of ESL instruction (one language class and one double period support class) are provided for a weekly total of 705 minutes. At the intermediate level, two periods daily of ESL instruction (one language class and one support class) are provided for a weekly total of 470 minutes. At the advanced levels students receive one period daily of English language arts (ELA) instruction for a weekly total of 235 minutes, and one period daily of ESL instruction for a weekly total of 235 minutes. At the beginning of the school year, all ELL are reprogrammed based on spring NYSESLAT scores, and students admitted thereafter are placed according to their LAB-R score. Six semester levels of NLA instruction in Spanish and Chinese are given during one period a day to all students in Bilingual education program.

Starting with the freshman class of September 2009, incoming students were placed in a blocked instruction program. 10 groups of ELL were included in this type of scheduling. There are currently five blocked Chinese Bilingual groups, two blocked Spanish bilingual groups and three blocked Freestanding ESL groups. Students in blocked freshman program receive all required courses while they travel together throughout the instructional day, taking most classes with the same teacher, allowing for common/collaborative planning. During 2010-2011 we are piloting a modification to ESL instruction in the Freshman Block by scheduling the 2 + 1 mandated periods for beginner level, the 1 + 1 mandated periods for intermediate levels and the mandated one period of ESL and one period of ELA, back-to-back with the same ESL teacher.

The SIFE status of ELL is determined upon intake, based on prior educational history and recommended- when pertinent- for a variety of support services. Such services may include participation in the SIFE Saturday Literacy Academy, ESL Literacy instruction, tutoring, and/or academic support from the ELL Support Center Coordinator.

Instruction in every department is guided by established course outlines that are aligned to the standards and reflect Regents skills development. Tutoring is offered in every subject and students are continuously referred by teachers or encouraged to participate. Language instruction and development is addressed, as adequate, in all disciplines.

As research indicates that students with strong academic skills in their own language tend to acquire proficiency in the second language more quickly, and as required by CR Part 154 guidelines, FDR offers Native Language Arts (NLA) to ELL to develop and maintain literacy in their own language. Through challenging, high quality NLA instruction, ELL make an easier transition into the second language.

Newly arrived students and those who have been in US schools less than three years are scheduled for all the required classes per the level and grade they place in. This is determined by the LAB-R score, when admitted, and by their home country school transcript. The LAB/BESIS coordinator keeps track of student progress and collaboratively with guidance counselors recommends academic interventions, as needed. Academic interventions available for all newcomers, as well as all other ELL, include participation in Peer Tutoring, Homework Club and Saturday Literacy Academy. Parents are continuously informed through phone calls and mail of the academic progress of their children. Parents are also invited to visit the Parent Center at FDR, and sign into ARIS and review their children's educational information.

ELL who have been receiving services for 4 to 6 years, are scheduled for all the required classes per their score on the NYSESLAT and their academic grade progress. The LAB/BESIS coordinator keeps track of student progress and collaboratively with guidance counselors recommends academic interventions, as needed. Academic interventions available for all ELL include participation in Peer Tutoring, Homework Club, Regents Prep and Saturday Literacy Academy. The LAB/BESIS coordinator also works in close collaboration with the testing coordinator to ensure that ELL taking Regents Examinations are given all the allowed accommodations. Our department keeps several carts equipped with word-for-word dictionaries to lend to students while they are taking Regents Examinations. Parents are continuously informed through phone calls and mail of the academic progress of their children. Parents are also invited to visit the Parent Center at FDR, and sign into ARIS and review their children's educational information.

General performance of ELL reaching proficiency on the NYSESLAT continues to be monitored by the LAB/BESIS coordinator. Proficient ELL are offered peer tutoring at the ESL/Foreign Language Center. They are given appointments at the end of each marking period and conferences regarding their achievement are held. Pending outcome of conferences, guidance referrals (for program modifications or particular situations to be dealt with) or academic intervention services (additional tutoring, homework assistance, Regents prep) are recommended. The Saturday Literacy Academy offers a three hour Academic English course for students who have tested proficient in the NYSESLAT. Additionally, every semester prior to Regents administration time, the LAB/BESIS coordinator submits a reminder list of former ELL to the school testing coordinator, for testing accommodations to be provided. All testing accommodations for former ELL are provided during two years after proficiency is achieved.

FDR offers literacy development courses for identified SIFE who may have some verbal ability, but perform below expectations academically. Through a SIFE grant, FDR also offers a SIFE Saturday Literacy Academy for students identified as in need for literacy development. This academy provides interdisciplinary, project-based instruction in three-hour sessions on Saturdays.

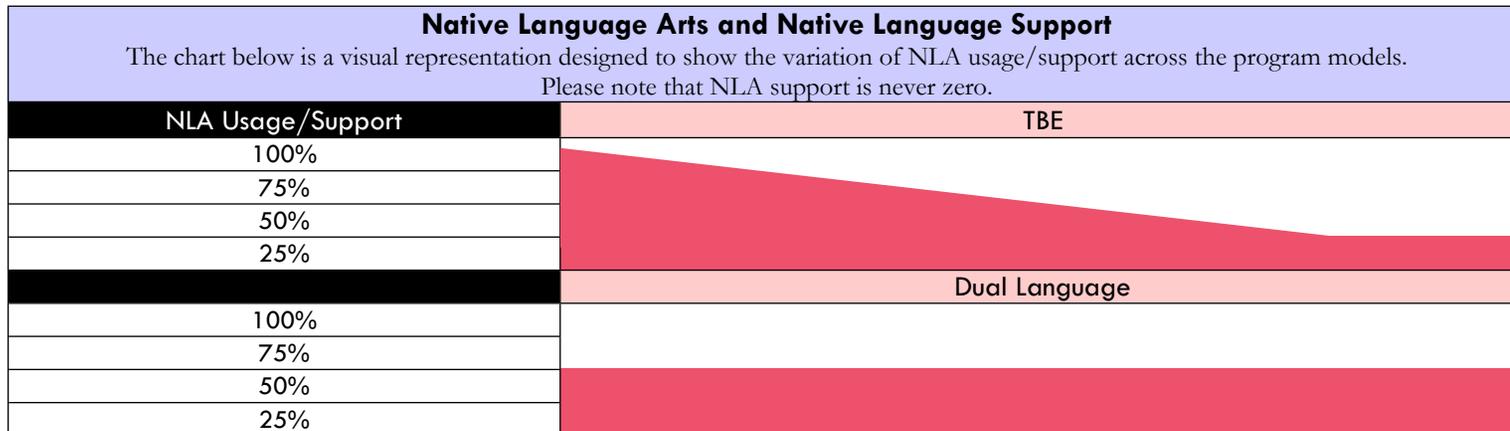
Long term ELL academic and language needs are assessed and addressed on a case-by-case basis according to their individual needs and academic progress. Long term ELL are offered tutoring services through the ELL Support Services. Identified students are scheduled for one-on-one or peer tutoring and assistance in developing language skills. The ELL Support Center approaches long term ELL teachers and

collaboratively, they determine the individual academic and language needs of each student.

ELL are referred for Special Education identification in a number of ways. Some may come already identified and documented. These are placed in ESL Services per their IEP and ESL placement procedures. Referrals are evaluated per the established Special Education identification process and then referred for ESL placement.

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

Through Title III funds and SIFE Grant, FDR offers a variety of academic interventions for ELLs, they are: an after school Homework Club to provide support in organizing for study, completing homework, managing time for study and academic guidance; Saturday Regents Prep for ELLs scheduled to take Regents Exams, provided in 10 subjects by content licensed teachers using bilingual and freestanding strategies; an ESL Parent Academy to empower parents and relatives of ELL with language ability necessary to help their children at home; a Saturday Literacy Academy for SIFE and Long Term ELL; a Destination Math Saturday Academy; a Special Education Saturday Literacy Academy.

Every student in ESL receives necessary textbooks, at the appropriate level of proficiency (levels 1 to 9)

Equipment:

- Overhead projectors in every classroom
- 6 T.V./VCR/VHS combinations
- 20 CD/cassette players
- Mobile computer lab
- Listening Center
- 4 laptop computer and an LCD Projector
- 5 Smartboards

Resources

- School Library
- An assortment of reader books of different genre in a variety of languages – English, Chinese, Spanish, Urdu, Bengali – is available for students' independent reading
- Variety of visual instructional materials
- Library of Supplemental textbook and resources
- Movie Library

As mandated by CR Part 154, Native Language Arts (NLA) is offered as part of the Transitional Bilingual Program, NLA is also offered, as available to ELLs in freestanding ESL.

During the 2010 Summer Session, through a Title I Enrichment Grant, FDR offered a Bridge Program for incoming Freshman ELL. During the six week session students participated in activities and received instruction that prepared them for high school life.

FDR offers Spanish and French as a Foreign Language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Given that FDR is a Transformation School, and also a Title I school, during the current school year, a wide variety of professional development will be offered. FDR provides professional development to content area teachers, teachers of ELLs who do not have bilingual certification and Saturday Academy teachers. Participating teachers receive support at meetings and in the classroom on strategies and methodologies pertaining to teaching content to ELLs and developing English language in the content area. Professional development is provided by the CFN Network ELL Instructional Specialist, Brienza and Aussies and are scheduled throughout the school year. Workshops are open to assistant principals and bilingual/ESL coordinators. Assistant principals, bilingual/ESL coordinators and teachers participate in all and any professional development provided by the Office of ELLs and the BETACs. During Chancellor's Professional Development Days in the fall and spring, professional development is provided to comply with the 7.5 required Jose P. training hours. During these all-day professional development initiatives, workshops for paraprofessionals working with ELLs are scheduled and provided by staff teams composed of ESL assistant principal and ESL certified teachers. In preparation for summer school, all teachers participate on professional development on ESL strategies and methodologies prior to the beginning of the summer. ESL Department Conferences are open to teachers of all departments and a consistent representation of each attends regularly. During these meetings, all participants receive information, professional development and training pertaining to instruction for English language learners.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

FDR counts with an organized Parent Teacher Association (PTA) that meets monthly to discuss ways to support all students. Several members of the PTA are parents of ELL. The school Parent Coordinator (PC) organizes monthly workshops for parents. During PTA meetings, parents complete surveys in which they select from a variety of topics for workshops. They are also urged to request topics not listed. Based on parent responses, a list of workshop topics is developed. A group of translators in languages such as Russian, Arabic, Urdu, Bengali and Albanian are present at these workshops to offer simultaneous interpretation to parents. At these meetings, parents receive information on a variety of topics of interest to them. The workshops also serve as opportunities for teachers and guidance counselors to meet and inquire about parents needs. The PC also publishes a monthly informational newsletter that is translated into Spanish, Chinese, Creole, Korean, Urdu, Bengali and Russian. Parents are always welcomed to visit our school and meet with the Parent Coordinator, teachers, guidance counselors or supervisors. Through Title III funds, FDR also offers an ESL and Introduction to Computers Parent Academy, which meets twice a week for three hour sessions. Additionally, BRIENZA Academic Learning provides workshops for ELL parents. These workshops are offered in the evenings, during the week. Also, guidance counselors are available two evenings during the week to schedule meetings with and provide services to parents who cannot visit the school during the regular day hours.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										124	164	15	19	322
Intermediate(I)										82	229	111	85	507
Advanced (A)										43	47	38	51	179
Total	0	0	0	0	0	0	0	0	0	249	440	164	155	1008

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					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	194		114	
Math <u>B</u>	37		27	
Math				
Biology				
Chemistry	28		19	
Earth Science				
Living Environment	150		122	
Physics	31		25	
Global History and Geography	436		301	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language	346		339	
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)		32	104	99				
Chinese Reading Test		70	256	219				

Reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

91% ELLs who are administered the LAB-R test beginner (190 out of 209 ELLs admitted between September and December 2010); leaving a small percentage who place intermediate (12 students-5.7%) and advanced (7students-3.3%), with a significant number of students admitted one month after the beginning of the semester (83-40%). As this has been a similar pattern during the past three years, provisions have been made to not fill beginner level classes to capacity to allow room for students registered late in the semester. Most students are admitted as freshmen or sophomores. Many students come from their country already with a number of high school credits. An area of concern is the high number of students (74-35%) who are registered as freshmen and are already 18 years of age. As these students are starting in an English speaking system, and as research indicates it takes at least seven years to master a language, it poses a challenge to our school to get this group to graduate within four years (age-wise and cohort-wise). Concerns as over-age ELLs, long term ELLs and SIFE guide our decisions in identifying ways to use Title III, SIFE Grant and other resources to design interventions that lead to improved student achievement. Technology is one resouce that FDR has identified instructional technology like Destination Math, Destination Reading and Achieve 3000 to be used as part of the interventions.

FDR administers the Periodic Assessment for ELLs in the spring to affort teachers information on student language progress between NYSESLAT administrations. We also administer the NYSESLAT, every spring, to at least 95% of ELLs. There are two inquiry teams in place to identify groups of students and based on review of their achievement determine strategies and approaches to implement in class. Strategies are followed by a review of student work and schollarship to assess improvement.

As FDR is the school with the largest number of English language learners (ELL) in New York City, the administration of the NYSESLAT is complex and extensive. Within the stipulated dates, every school year in the spring, FDR administers this test to at least 97% of its ELL population.

Based on the scores of the spring 2010 NYSESLAT, a high percentage of FDR students scored at the Intermediate (40.82%) and Advanced

(29.78%) levels. The percentage of students scoring at the Beginner level appears to be higher in the Reading and Writing modalities

(8.51%) than the percentage of students scoring at the Beginner level in the Reading and Writing modalities. This may signify that there is a proficiency in those two modalities. The data also indicates that the school focuses on best practices in those two modalities. Additionally, research

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Steven M. DeMarco	Principal	<i>Steven M. DeMarco</i>	
Elva Sanchez	Assistant Principal	<i>Elva Sanchez</i>	
Michelle Munoz	Parent Coordinator	<i>Michelle Munoz</i>	
Adrienne Naso	ESL Teacher	<i>Adrienne Naso</i>	
Elizabeth Rook	Parent	<i>Elizabeth Rook</i>	
L. Florio-Fintz	Teacher/Subject Area	<i>Leonora Florio-Fintz</i>	
	Teacher/Subject Area		
	Coach		
	Coach		
Dr. Laura Alvarez	Guidance Counselor	<i>Dr. Laura Alvarez</i>	
Roz German	Network Leader	<i>Roz German</i>	
	Other		

Additional Information

Please include any additional information to support your findings. Attach/submit charts.

Paste additional information here.

Part VI: LAP Assurances

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

**Revised
01/10/11**

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010 - 2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9 to 12 Number of Students to be Served: 1,560 LEP 0 Non-LEP

Number of Teachers 28 Other Staff (Specify) 3 paraprofessionals, 1 secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

-
- An analysis of the NYSESLAT results indicates that although showing improvement, ELL progress from the intermediate to the advanced level and the advanced level to the proficient level of ESL could be at a pace that would lead to graduation within their cohort. It is evident, given our high register, that the number of Students with Interrupted Formal Education (SIFE) continues to increase, as well as the number of Long Term ELL (LTELL). It is clearly noticeable that in order to make these gains in a timely fashion, we must provide all ELL at FDR with greater intensive academic interventions to facilitate their movement to proficiency. Students at the beginner and intermediate level should be afforded more exposure to the English language than what is provided during the regular school day and advanced level students with solid academic instruction to accelerate their reaching cognitive academic language proficiency (CALP). **Every effort will be made to hire certified ESL and bilingual content teachers. In the event that it is not possible to hire the mentioned ESL and/or bilingual certified teachers, ESL teachers will be hired to team teach with content teachers. As an additional resource, the assistant principal of ESL and foreign languages – who is a certified ESL teacher as well – will provide push in support as needed. Additionally, all content area teachers will participate in the school's professional development program geared toward developing language through content area instruction. Refer to the professional development chart on page 5 of this document.**

FDR intends to address the language needs of these students in a variety of ways.

- Part of the Title III funding will be used to supplement the *Saturday Literacy Academy* funded with a SIFE Grant that already addresses the needs of students with interrupted education.
- To expand services further, two groups of Special Education students will form part of the *Saturday Academy*. A review of RCT outcomes revealed that special education ELL were not obtaining adequate scores in the Science RCT Exam. To address this concern, two (2) groups of no more than 10 identified students each, will meet for a series of 30 Saturdays, for three (3) hour sessions, providing abundant learning opportunities from nature study, class trips and hands on activities inside and outside the classroom, to build literacy and language skills conducive to passing the RCT Science Exam. Two (2) special education science teachers and a special education assistant principal will be hired.

- As the SIFE *Saturday Literacy Academy* is on its sixth year, many former participants, who are now in upper level ESL classes, will form part of the academy, as an Academic English Group. They will receive instruction focusing on developing academic language skills, through interdisciplinary instruction. Participation will prepare students for high stakes language and content area assessments. This group will meet with an English language arts teacher for 30 Saturdays, in three and one half hour sessions.
- Another supplement to the Saturday Academy will consist of hiring a librarian and a technology teacher. Part of the scope of the *Saturday Literacy Academy* involves library and Internet research. Students research topics to develop, complete and present projects within the three and one half hour Saturday block. The school library will be open with one librarian in attendance to guide and assist students and teachers, in looking for the information necessary to complete interdisciplinary projects. Additionally, one computer laboratory will also be available every scheduled Saturday, where the technology teacher will facilitate for students and teachers. Groups of students will perform Internet research of information necessary for the completion of interdisciplinary projects. Both, the school library and the computer laboratory, will be available during the 30 scheduled academy Saturdays. Supervision for this and the Academic English sections of the Saturday Academy will be provided by the assistant principal supervision of the SIFE Saturday Academy.
- Students attending in the *Saturday Literacy Academy* will participate in a series of cultural trips, as follows:
 - *Mary Poppins* – New Amsterdam Theater, Broadway – Saturday, December 18, 2010 - Admission tickets were purchased with other sources of funds; transportation by school bus company will be paid from Title III funds.
 - Top of the Rock at Rockefeller Center – Saturday, January 22, 2011 – Admission and transportation by school bus company will be paid from Title III funds.
 - Billy Elliot – Imperial Theater, Broadway – Saturday, March 5, 2011 – Admission tickets were purchased with other sources of funds; transportation by school bus company will be paid from Title III funds.
 - Statue of Liberty – Saturday, June 18, 2011 - Admission and transportation by school bus company will be paid from Title III funds.
- To provide one-on-one classroom support, paraprofessionals will be assigned to work in the *Saturday Literacy Academy*. Three paraprofessionals will be hired to work with students in the Saturday Academy. Paraprofessionals will
 - work with individual or small groups of students to reinforce learning
 - assist in the supervision of students when moving within the school building
 - help students work with equipment or materials
 - assist in the supervision of students during cultural trips
 - provide tutoring to participating students, as needed
 - participate in professional development the teachers are scheduled for
- To provide support to ELL before and after school, a Homework Club will be offered. Teacher support will lead participating ELL to obtain better grades, develop study skills, organize for study and manage time for success.
- Given the language barrier that ELL face when taking New York State Regents Exams, and to provide them with the appropriate guidance and tutoring, utilizing ESL methodologies; Regents Prep will be provided in three (3) hour sessions during the 10 Saturdays prior to Regents week, each semester. 10 teachers (ELA, Global History, American History and Government, Living Environment, Chemistry, Physics, Earth Science, Geometry, Integrated Algebra, and Math B) will be hired. Hired teachers will be certified in the subject and trained in ESL methodologies.
- One secretary will be hired to process payment for the multiple activities, including payroll for the *Saturday Literacy Academy* funded by the SIFE Grant, the supplements to the Saturday Academy, the *ESL and Introduction to Computers Parent Academy*, Homework Club, Saturday Regents Tutoring for ELL, ordering supplies and payment of admissions and transportation for cultural trips. This secretary will work 20 hours a month during 9 months.

- As evident above, multiple activities will be taking place through combined resources of SIFE Grant allocation and Title III funding. As the SIFE Grant does not provide for materials, all necessary supplies will be purchased through the Title III funds. In developing this list of supplies, it was taken into consideration that numerous activities will be implemented, a large number of parents, students and teachers will be involved, and a wide range of services will be provided. Materials for all SIFE Grant (Saturday Literacy, and Destination Math Academy) and all Title III programs (ESL and Introduction to Computers Parent Academy, Saturday Academy supplement, Special Education Saturday Academy, Parent Workshops, Regents Prep, Homework Club, Translations and Interpretations for Parents, and Professional Development for Teachers), will be purchased as listed in the Budget Summary.

Parent Involvement:

- To foster family literacy, improve parents' life skills and enable them to be an additional conduit for learning at home, we will continue to offer the *ESL and Introduction to Computers Parent Academy*. This academy will meet twice a week for 65 three (3) hour sessions from November 2010 to June 2011. Based on average participation from previous years, it is expected that approximately 125 parents and relatives will participate. Two (2) groups of beginner, two (2) groups of intermediate, and two (2) groups of advanced ESL instruction, as well as one group of introduction to computers will be open. Six (6) ESL and one (1) technology teachers will be hired for this academy. A supervisor will be in attendance, as well.

- Parent workshops will be offered once a month during scheduled evenings. Presenters such as representatives from community based organizations, guidance counselors, and other community service organizations will be invited to talk to parents in one and one half sessions. Presentations will address topics of concern to the parents. They are scheduled as follows:

Workshop	Presenter	Date	Time
<i>Developing Self-Esteem in Teenagers</i>	TBD	November, 2010	7:00 P.M. to 8:30 P.M
<i>Bullying and How to Foster Compassion in Teenagers</i>	TBD	December, 2010	
<i>How to Utilize the Community to Raise your Children</i>	TBD	January, 2011	
<i>Consequences that Work!</i>	TBD	February, 2011	
<i>The Road to College: Graduation Requirements and Financial Aid</i>	TBD	March, 2011	
<i>Parent-Teen Communication</i>	TBD	April, 2011	
<i>Is my Child Using Drugs?</i>	TBD	May, 2011	

Workshops will take place on weeknights, once a month, beginning in November. Any expenses, such as refreshments and materials will be covered with Title III funds.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At School: Given that FDR is a Transformation School, and also a Title I school, during the current school year, a wide variety of professional development will be offered. All content area teachers in all instructional activities will be scheduled to participate in at least one of the professional development series.

PROVIDER	TOPICS	PARTICIPANTS	SCHEDULE
Brienza Academic Advantage Presenter: Joseph Cantara	<i>ELL Strategies for Content Area Teachers</i> <i>Focus: Differentiation, student engagement, language development</i>	10 Teachers (2 groups)	Twice a month, from
AUSSIE Presenter: Helen Murray	<i>Promoting Student Success</i>	5 Teachers	
Children’s First Network (CFN) Instructional Specialist Presenter: Hongyin Shen	<i>ELL Strategies for Content Area Teachers</i> <i>Focus: Differentiation, student engagement, language development, Common Core Standards</i>	20 Teachers (2 groups)	October 2010 To May 2011 (2 ½ hour sessions)
Teachers’ Center Professional Development Presenter: Patricia Gentile	<i>Technology and instruction, differentiation, monitoring and adjusting instruction and assessment, student engagement, academic vocabulary development and classroom management</i>	Open to all teachers	Upon request during prep period

I. Section III. Title III Budget

School: Franklin D. Roosevelt High School

BEDS Code: 332000011505

Allocation Amount: \$211, 980.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$183,256.78	ESL Parent Academy 6 teachers X 69 sessions X 3 hrs. @ \$49.89 per hour = \$61,963.38 1 supervisor X 69 sessions X 5 hrs. @ \$52.21 per hour = \$18,012.45 1 secretary X 180 hours @ 30.75 per hour = \$5,535.00
		Supplement to Saturday Academy 3 teachers X 3.5 hours X 30 sessions @ 49.89 per hour = \$15,715.35
		Regents Preparation for ELL 10 Teachers X 20 sessions X 3 hrs. @ \$49.89 per hour = \$29,934.00 1 supervisor X 20 sessions X 4 hrs. @ \$52.21 per hour = \$4,176.80
		Special Education ELL Saturday Academy 2 teachers X 3.5 hrs. per day X 30 sessions @ \$49.89 per hour = \$10,476.90 1 supervisor X 5 hrs. per day X 30 sessions @ \$52.21 per hour = \$7,831.50
		Paraprofessionals and Parent Coordinator for Saturday Academies 3 paraprofessionals X 4 hrs. per day X 30 sessions @ \$28.98 per hour = \$10,432.80
		Homework Club 3 teacher hour per day X 95 sessions @ \$49.89 per hour = \$14,218.65 95 supervisor hours @ \$52.21 per hour = \$4,959.95
Purchased services such as curriculum and staff development contracts	No Cost	All professional development will be offered by the Knowledge Network Instructional Specialist and the Teachers Centers Resource Specialist

Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Supplies and materials	\$23,000.00	<ul style="list-style-type: none"> - 200 cartons of copy paper - 10 cartons of colored copy paper - 50 cartons of poster sheets - 10 cartons of penmanship poster pads - Calculators - Notebooks - Posters - Paint - Certificate paper - Colored markers - Lined paper - Overhead transparencies - Construction paper in various sizes - Glue - Poster boards - Scissors - Pens of different colors - Pencils - Colored pencils - Colored chalk - Dry erase kits - Dry erase markers - Tape - Masking tape - Handcraft materials (felt, buttons, beads, plastic) - Science supplies (for lab experiments) - Cardboard boxes for filing - Display boards - Sentence strips - Rulers - Index cards - Manila envelopes - White envelopes - Office supplies (clips, staplers, staples, white erasing fluid)

Purchased services such as curriculum and staff development contracts	No Cost	All professional development will be provided by school coordinated presenters.
Travel	\$4,411.65	<ul style="list-style-type: none"> - <i>Mary Poppins</i> –Saturday, December 18, 2010 Admission tickets purchased with other sources of funds 3 school buses @ \$350.00 each = \$1,050.00 - Top of the Rock at Rockefeller Center – Saturday, January 22, 2011 80 students @ \$5.00 each = \$400.00 17 chaperones @ \$18.45 each = \$313.65 3 school buses @ \$350.00 each = \$1,050.00 - <i>Billy Elliot</i> – Imperial Theater, Broadway – Saturday, March 5, 2011 Admission tickets purchased with other sources of funds 3 school buses @ \$350.00 each = \$1,050.00 - Statue of Liberty – Saturday, June 18, 2011 80 students @ \$5.00 each = \$400.00 8 chaperones @ 5.00 = \$40.00 9 adults @ 12.00 = \$108.00
Other	\$1,050.00	Refreshments for Parent Workshops and meetings \$150 per workshop – 7 workshops
TOTAL	\$ 211,718.43	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

A review of the school demographics revealed that of a total enrollment of 3,592 students, 1,502 (42%) are identified English language learners (ELL), and thus are speakers of languages other than English. ELL data is obtained and recorded as students are registered, and maintained in Student Information Cards as well as in an Excel Database, by the LAB/BESIS coordinator. Information is continuously updated and readily available upon request. Through an assessment of languages represented, we found that the ELL population at FDR consists of students who speak more than 42 different languages.

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.

With the purpose of increasing student achievement and the expected cohort graduation rate, a more solid partnership with parents is necessary. In addition to the need to provide comprehensible information to the parents of 42% of our students, a review of Home Language Information Surveys (HLIS) indicates that a language other than English is spoken in a significant number of the homes of our English-speaking students. Data pertaining ELL register is shared with the Parent Organization and with the School Leadership Team. To provide non-English speaking parents with the same access to information as the English speaking parents, FDR intends to offer written translation of documents and forms, and oral interpretation at meetings and workshops where parents will be present.

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.

Through the review of the over 42 languages represented at FDR, it was determined that the larger groups spoke Chinese (Cantonese, Chinese Dialect and Mandarin), Spanish, Russian, Arabic, Bengali and Urdu. Based on this information, all written communication to parents will be translated into these six (6) languages. Documents to be translated may be invitations, flyers, newsletters, notifications and

forms. Written translation will be done in house by identified school staff, for which they are paid per session rate. For languages for which there are no translators available in-house, we will utilize the services of the Office of Translations and Interpretations.

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.

To encourage parents to participate more actively in the school community and to make as much information as possible accessible to them, interpreters will be present at all parent meetings, orientations and workshops, to provide simultaneous translation of the proceedings of these activities. Oral interpretation services will be provided by in house school staff, which will be paid per session rate. .

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>.

All parent notifications, mailings, forms and documents will be translated in as many languages as possible. In addition to the six (6) largely represented languages, whenever possible, written translation of parent notifications will be done into other languages, such as Albanian, Polish and Uzbek. Translated documents will be kept in file, updated when necessary and available as needed.

Translations and Interpretations Grant 2010 - 2011

34 teacher hours @ \$49.89 per hour =	\$1,696.26
200 paraprofessional hours @ \$28.98 per hour =	\$5,996.00

Total	\$7,692.26
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APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	2,849,925	461,492	3,311,417
2. Enter the anticipated 1% set-aside for Parent Involvement:	28,500	4,617	33,117
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	142,496	*	
4. Enter the anticipated 10% set-aside for Professional Development:	284,992	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **87%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

To the greatest extent possible teachers will be scheduled to teach classes within their certification area. Incidental teaching will be kept to a minimum. In the event that incidental teaching is necessary, teachers will be encouraged to take advantage of the highly qualified funding provided through Title I to take courses toward appropriate certification

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

PARENT INVOLVEMENT POLICY

Franklin Delano Roosevelt High School will support parents and families of the Title 1 students by:

- **Providing parent training in utilizing ARIS to extract pertinent information regarding their child's performance.**
- **Conducting 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.**
- **Conducting parent workshops on familiarizing parents with graduation requirements.**
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**

Franklin Delano Roosevelt High School will increase and improve parent involvement and school quality by:

- **Engaging parents in discussion and decisions regarding the required Title 1 set aside funds.**
- **Ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and School Parent Compact.**
- **Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.**
- **Designating a space for parents, Parent Welcome Room".**
- **Providing an opportunity for parents to volunteer for in the daily operation of FDR High School as well as during extra curricula activities.**
- **Translating all critical school documents and provide interpretation during meetings and events as needed.**

Franklin Delano Roosevelt High School will further encourage school level parental involvement by:

- **Hosting educational family events/activities during Open School evening/afternoon and throughout the school year.**
- **Encouraging meaningful parent participation on School Leadership Teams, and Parent Association (or Parent-Teacher Association) Establishing a Parent Resource Center or lending library; instructional materials for parents.**
- **Developing and distributing a school newsletter designed to keep parents informed about school activities.**
- **Conducting Freshmen Orientation for parents.**

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

School Name: Franklin Delano Roosevelt High School

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES:

- 1. To continually revise, evaluate and implement school and parent involvement policies.**
- 2. To inform parents via PhoneMaster about regularly scheduled parent teacher association meetings and parent teacher conferences.**

3. To provide parents with information concerning programs during the school day, as well as after school and on weekends.
4. To keep parents informed of their children's progress throughout the school year by:
 - a. Parent-teacher conferences held twice a year
 - b. Reports to parents from staff
5. To provide a safe and secure environment.
6. To provide all students with high quality curriculum and instruction.
7. To provide computer access to all students, so that they may be prepared for life in the 21st century.
8. To provide students with opportunities to receive tutorial services, participate in Extended day classes and extra-curricula activities.
9. To provide Saturday instruction to improve literacy and mathematics skills
10. To provide parents with a space designated as a "Parent Welcome Room".
11. To provide parents with an opportunity to volunteer in the daily operation of FDR High School as well as extra curricula activities.
12. To provide parent workshops focusing on developing parenting skills and improving employability skills.
13. To facilitate counseling sessions to families in need.

THE PARENT/GUARDIAN AGREES:

1. To work with teachers in continually reviewing, evaluating and implementing school-parent involvement policies.
2. To participate in parent-student workshops involving teaching/learning strategies, promotional/graduation requirements.
3. To closely monitor my child's:
 - a) attendance
 - b) homework
 - c) report cards/progress reports
4. To encourage my child to read more for pleasure.
5. To understand that student achievement is a dual responsibility of the parent and the school.
6. To inform teachers and other school staff about a child's educational, social, emotional and developmental needs.
7. To inform the school as to the types of programs they feel could help them in participating in their child's educational progress.
8. To encourage their children to be involved in extracurricular activities.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A committee which consists of representatives from various constituencies within the school to conducted a comprehensive needs assessment. The School Progress Report, report card, Learning Environment Surveys, and data from attendance and Scholarship Reports were reviewed to identify areas in need of improvement. The committee identified areas in need of improvement and created subcommittees to discuss possible strategies.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Our schoolwide reform strategies this year include the replication of a freshmen academy program. All incoming 9th grade students have been block programmed based on academic levels and sub-groups. For example, a distinct block has been created for our modified population, honors students, and students with special needs. Teachers of the freshmen block program have been scheduled for a common prep period to discuss strategies and curricula. Creating an incoming freshmen block has also created a block for our repeater freshmen students. Their needs are very different and are being addressed accordingly. Outside organizations will be employed to provide counseling services to our students who face emotional issues which prevent them from

being successful in school. It is our hope that in the coming years, our Freshman Academy will help our students transition into the upper grades more easily. Students moving on to the sophomore year will benefit from an interdisciplinary initiative involving English and Social Studies. In this initiative, the English course requirements will be expanded to incorporate student support for reading comprehension of text and essay writing focusing on the skills necessary for the history Regents exam. All students are afforded the opportunity to attend our Extended Day Program and Credit Recovery Program where they can accumulate additional credits. We are expanding our use of technology in all of our courses. Teachers utilize laptops and Smartboards in order to differentiate instruction. We strive to meet the educational needs of students who are historically underserved. Our special need population is offered a range of services on the special education continuum. In addition, this school year we are providing students with an opportunity to experience hands on training in a work environment. Students will be creating apparel and novelties using silk screening equipment. Our ELL population is offered a range of services in our ESL department. In addition to the mandated ESL classes, students receive bilingual content area instruction. Opportunities for literacy enrichment is ongoing through a Saturday Literacy Program, a Homework Club and tutoring services.

3. Instruction by highly qualified staff.

Our recruitment efforts only consider teachers who are highly qualified. Staff members are predominately given a teaching schedule directly related to their certification. Since we are a large comprehensive high school offering a variety of courses, we encourage teachers to become highly qualified through HOURSSE when needed. Teachers are also encouraged to expand their certification to include specialty areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

High quality and ongoing professional development is provided to administrators, teachers and paraprofessionals. Our CFN is a source of professional development. CFN staff members are scheduled to provide professional development on ELL strategies for content area teachers. Differentiated instruction is another topic of professional development scheduled to be provided by our educational consultants. Continuous support is provided to assist us in analyzing data and its implications. The UFT Teacher Center provides constant high quality and ongoing professional development. In addition to presenting literacy strategies to each department during departmental conferences, The UFT Teacher Center is creating study groups focusing on five topics. The topics include using advanced technology in the classroom, Smartboard basics, literacy/graphic organizers, collaborative team teaching and strategies for the freshmen academy. Professional development will be provided in order to successfully implement the Achieve 3000 reading program which address the low reading levels of our special needs and ELL population. Outside consultants will be provided for teachers who need assistance with engaging students, differentiating instruction and increasing student achievement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our strategies to attract highly qualified teachers include networking with current staff members and with colleagues from other schools to recruit interested teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

To increase parental involvement we offer a Parent Academy two evenings weekly. The goal of the Academy is to increase literacy skills. Computer literacy courses are also offered to parents to increase their work skills for employment. In addition, parent workshops will be offered focusing on dealing with adolescent behavior, and promoting positive school work habits. Outside agencies will be employed to provide support services to parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are included in the decisions regarding the use of academic assessment through the inquiry process. Small groups of teachers targeting a group of students analyze data and develop instructional strategies to address a specific need. Teachers are encouraged to use ARIS as a resource of data and recognize instructional implications. Teachers are also involved in item analysis by student, class and grade of previous exams in order to target areas of student weaknesses. A review of data is conducted during grade conferences where teachers have an opportunity to brainstorm ideas toward the overall improvement of the instructional program

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Difficulties are identified on a timely basis through formative assessments such as exit slips, student work, projects, homework and class participation. Assistance is then provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement. On an ongoing basis, guidance counselors review transcripts to identify students in need of additional support services. Extended day classes, credit accumulation opportunities and tutoring programs are suggested to students. Supervisors of the various content areas review scholarship reports to identify classes with high failing rates. Investigations may result in recommendations to the Saturday Literacy Program or Homework Club.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funds from federal, state, and local programs are combined to address the needs of our students. Our Title III immigrant money is used in conjunction with our Fair Student Funding to provide tutoring opportunities. C4E monies are used in conjunction with our Fair Student Funding to provide students with opportunities for credit accumulation.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal			X			
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local			X			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI Restructuring Advanced **SURR³ Phase/Group (If applicable):** _____
Comprehensive

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

DATA IS UNAVAILABLE AS YET.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Title 1 funds for professional development are used in part to support the extensive professional development provided by the assistant principal-supervision of English and math. In addition, a UFT Teacher Center is also supported by the 10% set-aside. Outside agencies will be employed to provide Professional development in the areas of strategies for ELLs and Special Education teachers. Monies are also set aside to pay for substitute coverage for teachers attending professional development workshops.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The Teacher Mentoring Program involves the part time employment of a mentor with a background expertise in ELL instruction. The mentor will meet twice weekly with each brand new teacher as well as meet with newly assigned ELL and bilingual teachers to FDR High School.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents about the school's identification by school improvement in understandable language through backpacks. The letter will include an introductory statement explaining the importance of the letter in eight mandated languages

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Approximately 25 students

2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing have a designated counselor with family support. Students receive free gym uniforms, school supplies and have their related fees waived. Students receive immediate free lunch and metro cards. In addition, they have priority status in academic enrichment programs, leadership workshops and various extracurricular activities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Franklin Delano Roosevelt High School					
District:	20	DBN:	20K505	School		332000011505

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.4	85.6	85.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1083	1043	972				
Grade 10	1272	1254	1220				
Grade 11	551	581	564				
Grade 12	505	576	630				
Ungraded	14	32	27				
Total	3425	3486	3413				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.9	90.9	91.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	58.1	72.4	74.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	21	138	139

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	379	388	361

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	227	237	248	Principal Suspensions	44	96	39
# in Collaborative Team Teaching (CTT) Classes	68	60	73	Superintendent Suspensions	32	38	19
Number all others	73	90	95				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	590	695	TBD	Number of Teachers	187	187	190
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	67	75	49
# receiving ESL services only	673	715	TBD	Number of Educational Paraprofessionals	13	10	37
# ELLs with IEPs	58	112	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	337	308	950	% fully licensed & permanently assigned to this school	99.5	99.5	99.5
				% more than 2 years teaching in this school	76.0	75.4	86.8
				% more than 5 years teaching anywhere	64.6	66.0	76.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	92.1
American Indian or Alaska Native	0.2	0.2	0.3	% core classes taught by "highly qualified" teachers	92.6	94.1	96.3
Black or African American	9.0	8.1	8.6				
Hispanic or Latino	35.0	33.5	31.4				
Asian or Native Hawaiian/Other Pacific	37.2	39.6	41.4				
White	18.5	18.3	17.8				
Male	57.2	57.4	58.3				
Female	42.8	42.6	41.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	X	56
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	v	
Hispanic or Latino				vsh	vsh	
Asian or Native Hawaiian/Other Pacific Islander				X	v	
White				v	v	
Multiracial				-	-	-
Students with Disabilities				vsh	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	v	
Student groups making				3	6	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	64.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	9.8	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	12	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	37.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	6		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	2,849,925	461,492	3,311,417
2. Enter the anticipated 1% set-aside for Parent Involvement:	28,500	4,617	33,117
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	142,496	*	
4. Enter the anticipated 10% set-aside for Professional Development:	284,992	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **87%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

To the greatest extent possible teachers will be scheduled to teach classes within their certification area. Incidental teaching will be kept to a minimum. In the event that incidental teaching is necessary, teachers will be encouraged to take advantage of the highly qualified funding provided through Title I to take courses toward appropriate certification.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

PARENT INVOLVEMENT POLICY

Franklin Delano Roosevelt High School will support parents and families of the Title 1 students by:

- **Providing parent training in utilizing ARIS to extract pertinent information regarding their child's performance.**
- **Conducting 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.**
- **Conducting parent workshops on familiarizing parents with graduation requirements.**
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**

Franklin Delano Roosevelt High School will increase and improve parent involvement and school quality by:

- **Engaging parents in discussion and decisions regarding the required Title 1 set aside funds.**
- **Ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and School Parent Compact.**
- **Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.**
- **Designating a space for parents, Parent Welcome Room".**
- **Providing an opportunity for parents to volunteer for in the daily operation of FDR High School as well as during extra curricula activities.**
- **Translating all critical school documents and provide interpretation during meetings and events as needed.**

Franklin Delano Roosevelt High School will further encourage school level parental involvement by:

- **Hosting educational family events/activities during Open School evening/afternoon and throughout the school year.**
- **Encouraging meaningful parent participation on School Leadership Teams, and Parent Association (or Parent-Teacher Association) Establishing a**

Parent Resource Center or lending library; instructional materials for parents.

- **Developing and distributing a school newsletter designed to keep parents informed about school activities.**
- **Conducting Freshmen Orientation for parents.**

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

School Name: Franklin Delano Roosevelt High School

The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES:

- 1. To continually revise, evaluate and implement school and parent involvement policies.**
- 2. To inform parents via PhoneMaster about regularly scheduled parent teacher association meetings and parent teacher conferences.**
- 3. To provide parents with information concerning programs during the school day, as well as after school and on weekends.**
- 4. To keep parents informed of their children's progress throughout the school year by:**
 - a. Parent-teacher conferences held twice a year**
 - b. Reports to parents from staff**
- 5. To provide a safe and secure environment.**
- 6. To provide all students with high quality curriculum and instruction.**
- 7. To provide computer access to all students, so that they may be prepared for life in the 21st century.**
- 8. To provide students with opportunities to receive tutorial services, participate in Extended day classes and extra-curricula activities.**
- 9. To provide Saturday instruction to improve literacy and mathematics skills**
- 10. To provide parents with a space designated as a "Parent Welcome Room".**
- 11. To provide parents with an opportunity to volunteer in the daily operation of FDR High School as well as extra curricula activities.**
- 12. To provide parent workshops focusing on developing parenting skills and improving employability skills.**
- 13. To facilitate counseling sessions to families in need.**

THE PARENT/GUARDIAN AGREES:

- 1. To work with teachers in continually reviewing, evaluating and implementing school-parent involvement policies.**
- 2. To participate in parent-student workshops involving teaching/learning strategies, promotional/graduation requirements.**
- 3. To closely monitor my child's:**
 - a) attendance**
 - b) homework**

- c) **report cards/progress reports**
- 4. **To encourage my child to read more for pleasure.**
- 5. **To understand that student achievement is a dual responsibility of the parent and the school.**
- 6. **To inform teachers and other school staff about a child's educational, social, emotional and developmental needs.**
- 7. **To inform the school as to the types of programs they feel could help them in participating in their child's educational progress.**
- 8. **To encourage their children to be involved in extracurricular activities.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A committee which consists of representatives from various constituencies within the school to conducted a comprehensive needs assessment. The School Progress Report, report card, Learning Environment Surveys, and data from attendance and Scholarship Reports were reviewed to identify areas in need of improvement. The committee identified areas in need of improvement and created subcommittees to discuss possible strategies.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

- awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Our schoolwide reform strategies this year include the replication of a freshmen academy program. All incoming 9th grade students have been block programmed based on academic levels and sub-groups. For example, a distinct block has been created for our modified population, honors students, and students with special needs. Teachers of the freshmen block program have been scheduled for a common prep period to discuss strategies and curricula. Creating an incoming freshmen block has also created a block for our repeater freshmen students. Their needs are very different and are being addressed accordingly. Outside organizations will be employed to provide counseling services to our students who face emotional issues which prevent them from being successful in school. It is our hope that in the coming years, our Freshman Academy will help our students transition into the upper grades more easily. Students moving on to the sophomore year will benefit from an interdisciplinary initiative involving English and Social Studies. In this initiative, the English course requirements will be expanded to incorporate student support for reading comprehension of text and essay writing focusing on the skills necessary for the history Regents exam. All students are afforded the opportunity to attend our Extended Day Program and Credit Recovery Program where they can accumulate additional credits. We are expanding our use of technology in all of our courses. Teachers utilize laptops and Smartboards in order to differentiate instruction. We strive to meet the educational needs of students who are historically underserved. Our special need population is offered a range of services on the special education continuum. In addition, this school year we are providing students with an opportunity to experience hands on training in a work environment. Students will be creating apparel and novelties using silk screening equipment. Our ELL population is offered a range of services in our ESL department. In addition to the mandated ESL classes, students receive bilingual content area instruction. Opportunities for literacy enrichment is ongoing through a Saturday Literacy Program, a Homework Club and tutoring services.

3. Instruction by highly qualified staff.

Our recruitment efforts only consider teachers who are highly qualified. Staff members are predominately given a teaching schedule directly related to their certification. Since we are a large comprehensive high school offering a variety of courses, we encourage teachers to become highly qualified through HOUSSE when needed. Teachers are also encouraged to expand their certification to include specialty areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

High quality and ongoing professional development is provided to administrators, teachers and paraprofessionals. Our CFN is a source of professional development. CFN staff members are scheduled to provide professional development on ELL strategies for content area teachers. Differentiated instruction is another topic of professional development scheduled to be provided by our educational consultants. Continuous support is provided to assist us in analyzing data and its implications. The UFT Teacher Center provides constant high quality and ongoing professional development. In addition to presenting literacy strategies to each department during departmental conferences, The UFT Teacher Center is creating study groups focusing on five topics. The topics include using advanced technology in the classroom, Smartboard basics, literacy/graphic organizers, collaborative team teaching and strategies for the freshmen academy. Professional development will be provided in order to successfully implement the Achieve 3000 reading program which address the low reading levels of our special needs and ELL population. Outside consultants will be provided for teachers who need assistance with engaging students, differentiating instruction and increasing student achievement.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our strategies to attract highly qualified teachers include networking with current staff members and with colleagues from other schools to recruit interested teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

To increase parental involvement we offer a Parent Academy two evenings weekly. The goal of the Academy is to increase literacy skills. Computer literacy courses are also offered to parents to increase their work skills for employment. In addition, parent workshops will be offered focusing on dealing with adolescent behavior, and promoting positive school work habits. Outside agencies will be employed to provide support services to parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are included in the decisions regarding the use of academic assessment through the inquiry process. Small groups of teachers targeting a group of students analyze data and develop instructional strategies to address a specific need. Teachers are encouraged to use ARIS as a resource of data and recognize instructional implications. Teachers are also involved in item analysis by student, class and grade of previous exams in order to target areas of student weaknesses. A review of data is conducted during grade conferences where teachers have an opportunity to brainstorm ideas toward the overall improvement of the instructional program

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Difficulties are identified on a timely basis through formative assessments such as exit slips, student work, projects, homework and class participation. Assistance is then provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement. On an ongoing basis, guidance counselors review transcripts to identify students in need of additional support services. Extended day classes, credit accumulation opportunities and tutoring programs are suggested to students. Supervisors of the various content areas review scholarship reports to identify classes with high failing rates. Investigations may result in recommendations to the Saturday Literacy Program or Homework Club.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funds from federal, state, and local programs are combined to address the needs of our students. Our Title III immigrant money is used in conjunction with our Fair Student Funding to provide tutoring opportunities. C4E monies are used in conjunction with our Fair Student Funding to provide students with opportunities for credit accumulation.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA

is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below school has met the intent and purpose of program whose funds are consolidated. List number references where a related has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			2,393,937	X	16, C4E 09-1
Title I, Part A (ARRA)	Federal	x			456,875	X	16, C4E 09-1
Title II, Part A	Federal			X	NA	--	----
Title III, Part A	Federal	X			211,980	X	14, 43-50
Title IV	Federal			X	NA	--	---
IDEA	Federal	X			812,614	X	43-45
Tax Levy	Local	X			16,188,469	X	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.