



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 Comprehensive Educational Plan (CEP)

School Name : FRANKLIN DELANO ROOSEVELT HIGH SCHOOL

DBN # 20K505

Principal: STEVEN M. DEMARCO Email: sdemarc@schools.nyc.gov

Superintendent: MS. AIMEE HOROWITZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Steven M. DeMarco Joseph Ferrantelli	*Principal or Designee	
Jorge Mitey	*UFT Chapter Leader or Designee	
Elizabeth Rook	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Samantha Wong Keiron Charles	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Helen Kenna	Member/parent	
Angelic Cruz	Member/parent	
Matilda Cortes	Member/parent	
Matilda Morales	Member/parent	
Michele Perez	Member/teacher	
Gregory Bernardi	Member/teacher	
Salvatore Catalano	Member/teacher	

Directions and Guidance for Completing the Annual Goals and Action Plan Section

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

Which schools need to complete this?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

How do CEP goals relate to goals set for the principal performance review (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

How should a school develop its goals and action plans?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal #1 and Action Plan

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the graduation rate in June 2012 by 7%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analysis of student data in the Graduation Tracker, ARIS, HSST, and Skedula, and comparing to New York City's graduation rate, it was determined that all student groups need to show a 7% graduation rate increase to continue towards achieving the state's goal

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

2008 Cohort students will meet with Guidance Counselors and receive a graduation requirement work sheet.

- Based on program planning worksheets that indicate credit accumulation, Regents scores, students will be scheduled for additional classes, Regents Exams and preparatory classes.
- Parents of at-risk students will be contacted, and have meetings set up with their children's counselors to review program planning to move students in a forward direction towards meeting graduation requirements.
- Students will be offered Academic Intervention Services, which will include the following:
 1. One-on-One and Group Tutoring.
 2. Saturday Academy classes
 3. Saturday make-up laboratory classes for Living Environment and Chemistry classes.
 4. An iLearn Grant jointly worked on and granted to all of our major subject areas will be utilized as a pre-recovery program. All of our seniors after the first grade marking period who are identified by their teachers as failing or falling behind will be offered the iLearn pre-recovery to put them back on track. This program will allow students to work on line with a subject teacher who in cooperation with the classroom teacher will design a program to enhance the students learning and bring that student back on track.
 - a. The iLearn instructor in cooperation with the subject class teacher will continually monitor the work and progress of the students involved in the program.

- b. Student attendance during the classroom iLearn sessions and a log of communication with the iLearn teacher during the on-line sessions will be maintained.
- c. The iLearn sessions will have pre-tests, mid-assessments and post tests that the iLearn instructor will share with the classroom teacher to continually monitor success.
- d. Ultimately the struggling students' success will be judged by his/her next marking period grades.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Providing parent training in utilizing ARIS to extract pertinent information regarding their child's performance on credit accumulation and graduation requirements.
 - 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, student studying techniques, use of iLearn Program.
 - 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" equipped with computers and technical assistance to access their children's academic information
 - 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.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas.
- The Assistant Principal Organization and Payroll Secretary work closely with CFN405 Human Resources point person to ensure that non-highly teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to all new teachers. Master Teachers and a UFT staff development teacher are assigned to support struggling and unqualified teachers.
- Professional Development Consultants work with all staff in a continuous cycle of embedded professional development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has partnered with CAL (Center for Applied Linguistics) that will continue to provide training and on-site support for all our ELL teaching staff. This training is designed to provide staff with the methods and techniques that will drive instruction in our ELL classes ultimately driving our students to accumulate credits and fulfill graduation requirements.
- The school has partnered with Teaching Matters, Inc. that will continue to provide workshops that support student writing and using the peer review process. Professional Development will help teachers develop interdisciplinary units and support the goal of college/career readiness for students.
- The school will continue credit recovery programs via Compass Learning and will expand our after-school programs and on-line credit pre-credit recovery via iLearn secured through a city grant initiative.
- School will partner with the Chinese American Planning Council and the Jewish Board who will offer families a multitude of professional services, adult literacy workshops, career development opportunities, Chinese culture and language classes, and a wide variety of youth services.

Special Education Department- Services offered at FDR High School

The Individuals with Disabilities Education Improvement Act (IDEIA) is a federal law that has very specific requirements regarding the referral, assessment, identification, and delivery of special education services. The DOE is obligated to provide all students with a Free Appropriate Public Education in the least restrictive environment. CFN 405 provides FDR High School with support in all areas of special education.

Our Special Education students are mandated to meet the same requirements in our four year graduation criteria and total credit accumulation as our general education student population. Therefore, FDR implements many support services to achieve these goals.

SAT

FDR High School has a School Assessment Team made up of the school psychologist, social worker, IEP teacher, and clerical worker who together with other people familiar with the student conduct initial evaluations, mandated three year re-evaluations and requested reviews to address the academic and emotional needs of the student to provide the student with instructional support. The IEP teams located at the school consist of a multidisciplinary team that includes the

parent and student. The IEP teams are responsible to:

- Conduct timely mandated evaluations
- Review all relevant information and conduct evaluations for each student referred to special education.
- Determine a student's eligibility for special education services
- Make appropriate recommendations for special education services.
- Guarantee that all procedural safeguards are provided to the student's parent

Psychologist/ Social Worker/ IEP Teacher

The evaluations consist of psycho-educational assessments and social histories and other assessments, which play a vital role in a school's intervention efforts. The psychologists and social worker, serve as members of the school's Pupil Personnel Team. Social workers also provide direct services to general and special education students and provide consultation and support to parents. They may also assist in the completion of Functional Behavioral Assessments and Behavioral Intervention Plans for students with challenging behaviors. At FDR High school the psychologist, social worker and IEP teacher conduct the Manifestation Determination Review meetings for suspended students. The IEP teacher aside from attending IEP meetings and conducting observations for initial cases provides instruction and academic intervention services (AIS) to special education students at risk.

Mandated Related Services

The school has four counselors, two speech teachers, and hearing teacher each provide the mandated related services as mandated by the student's IEP. These related services support the instructional needs of the student to succeed academically in the least restrictive environment.

Special Education Programs offered at FDR High School:

As per the special education reform, FDR not only makes recommendations based on the Continuum, but provides flexible scheduling as per the student's needs. Therefore a student may have a combination of the services offered to meet the student's individual academic needs in the least restrictive environment.

- General Education with Related Services only
- Special Education Teacher Support Services
- Integrated Co-Teaching
- Special Class in a CSD/HS
- NYSAA Program in a CDS/HS

Special Education Teachers/Related Service Providers

Teachers in the department are certified special education teacher and or content area specialists who develop and implement IEP annual goals aligned to state common core standards. The teachers and related service providers also

- Assess current levels of performance toward meeting academic standards.
- Identify instructional and classroom management strategies that have been successful with the student.
- Consider the student's educational needs in relation to the general education curriculum.
- identify student's talents and needs
- Consider student's transitional needs and interests.
- Consult with general education teachers and other special education providers at Inquiry Team Meetings and Integrated Co-Teaching Meetings.
- Direct the paraprofessional in implementing modifications and other educational or behavioral strategies in the classroom.
- Communicate with parents

Programs offered at FDR High School for Students with special needs:

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Wilson Reading Program-All incoming level 1 students are programmed for Wilson. Wilson provides intensive intervention through multi-sensory instruction, repetition, sound/syllable segmentation, reading and spelling control and pacing/mastery. The program emphasizes decoding, encoding/spelling, and comprehension through controlled passages.</p> <p>Achieve3000-This program is a data driven internet standard based program that helps to build the reading comprehension skills of struggling ELA &ELL readers.</p> <p>RCT/Regents prep classes and tutoring are offered to students taking RCTs or Regents exams each semester.</p> <p>All ELL & bilingual students identified as having a disability receive ESL services as per their IEP to address student's language needs.</p> <p>All Bilingual Students as per the IEP receive mandated services from an alternate placement paraprofessional to address the student's language needs.</p> <p>iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.</p>
Mathematics	<p>AMP Math- a system that incorporates math as a support to the current general education math curriculum.</p> <p>Saturday Literacy Academy- students have a choice to attend the Math Department's Literacy Academy and work on Destination Math or the Saturday Literacy Program with the ESL Department, or the Saturday Literacy Program for students programmed for special classes to support students' instructional needs.</p> <p>RCT/Regents prep classes daily and on weekends.</p> <p>iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.</p>
Science	<p>Achieve3000 Biology-support incoming students in science literacy</p> <p>Earth Science offered to self contained students to meet their science credit requirements.</p> <p>Living Environment-students are programmed for a four semester living environment curriculum instead of three semesters.</p> <p>RCT/Regents prep classes daily and on weekends.</p> <p>iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.</p>
Social Studies	<p>RCT/Regents prep classes daily and on weekends.</p> <p>iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.</p>

At-risk Services provided by the Guidance Counselor	Overcoming Obstacles Curriculum-monthly, related service guidance counselors go into classes discussing various topics to help students make better decisions. Related Service Guidance counselors provide mandated counseling as per student's IEP. Services are delivered individually, and in small groups of three, five and eight. The related service provider provides services to improve social and emotional functioning in the areas of appropriate school behaviors, discipline, self control, conflict resolution, self-esteem issues and other coping skills that may interfere with learning. Through continuous outreach with other organizations, related service providers bring in guest speakers to discuss specific topics that support students' social, emotional, and transitional academic or career needs.
At-risk Services provided by the School Psychologist	School psychologist, along with the IEP team evaluate students recommended initial, triennials, and requested reviews. The IEP team recommends services in the Least Restrictive Environment. School psychologist will also work to complete MDRs, Functional Behavioral Assessments, and Behavioral Intervention Plans. School psychologist part of the PPT team to provide Tier 1, 2 & 3 services.
At-risk Services provided by the Social Worker	Social Worker meets with parents and students to discuss their due process rights. The social worker will also work with the parent to obtain outside support so the student can function socially and emotionally. The social worker is also part of the IEP team to recommend services in the Least Restrictive Environment.
At-risk Health-related Services	School nurse or paraprofessionals provide services that are designed to address a child's specific health needs as documented by the student's physician and reflected on the IEP, to ensure a safe educational environment.

Students with special needs are encouraged to take part in all activities and programs offered by the school.

TRANSITION SERVICES- In addition to the above services, FDR High School has two Transitional Linkage Coordinators who work with all students with special needs to

1. Identify and create short and long term transitional goals that help students become career and college ready.
2. Link outside agencies to help students transition to career or college after high school.
3. Assist students in acquiring employable skills. TLCs teach transitional courses that address work related skills.
4. Identify career goals and provide students with employment opportunities in the community (Dental Lab, Metropolitan Jewish Geriatric Center, etc.)
5. Identify alternative placement when the student is not succeeding at FDR high school. The TLC works with the parent, student, and IEP Team to address and support students' interests whether they are academic or vocational.
6. Prepare exit summaries when students transition out of FDR High School to Access VR or upon graduation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Circular 6 menu allows for teachers to provide one on one and group tutoring.
- Title III Funding supports our Saturday Academy.
- Fair Student Funding supports Saturday make-up labs for Science.
- Title I ARRA SIG monies are used to support the iLearn initiative

Annual Goal #2 and Action Plan

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2012, we will improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional excellence drives academic excellence. Through open dialogue and collaboration between teachers and administration an environment for higher learning and instruction will lead to an increase in our graduation rate allowing our other goals to come to fruition.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Principal and Assistant Principals will set up and follow a schedule for teacher observation and feedback using the Charlotte Danielson's Framework for teacher evaluation.
- Both informal/formal observations will utilize Danielson's Framework based on the following domains and competencies:

Domain

Competencies

- 1. Planning and Preparation - Designing coherent instruction
- 2. The Classroom Environment - Establishing a culture for learning
- Managing classroom procedures
- 3. Instruction - Using questioning and discussion
- Engaging students in learning
- Using assessment in instruction
- 4. Professional Responsibilities - Reflecting on Teaching

- Professional Development will be provided that implements a coherent plan for teachers that integrates the selected components of this research-based rubric.
- Teachers will participate in weekly Teacher Inquiry Meetings that will allow them to monitor student learning and progress and evaluate the effectiveness of the Teacher Effectiveness Rubric on their classroom learning.
- During post-observation conferences, teachers will work with the Principal/or Assistant Principals and reflect upon individual lessons. The effectiveness and the extent to which a lesson achieved its instructional outcomes will be discussed. Together with the teacher alternative actions and their success could be discussed.
- Teacher reflection and/or self assessment will be based on evidence that is gathered during lesson observations. Teacher and observer will closely look at the framework for teacher effectiveness and determine where they fall in the competency levels.
- Using the ARIS Learn features for Transformation Schools, both teachers and administrators can together set up learning plans that specifically address individualized learning needs.
- Utilize the Master Teacher in preparing resources and PD sessions for staff to better facilitate the understanding of the Teacher Effectiveness Evaluation Model adopted by the school.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- 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.

- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas.
- The Assistant Principal Organization and Payroll Secretary work closely with CFN405 Human Resources point person to ensure that non-highly teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to all new teachers. Master Teachers and a UFT staff development teacher are assigned to support struggling and unqualified teachers.
- Professional Development Consultants work with all staff in a continuous cycle of embedded professional development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has partnered with the Aussies Professional Developers for on-site support to facilitate more effective curriculum mapping and increase the use of facilitated inter-visitations.
- The school has partnered with Teaching Matters, Inc. that will continue to provide workshops that support student writing and using the peer review process. Professional Development will help teachers develop interdisciplinary units and support the goal of college/career readiness for students.
 - Integrated Co-Teaching
 - Common Core Standards
 - Curriculum Mapping
 - Technology
 - ELL Strategies and Methodologies
 - SESIS
 - Differentiated Instruction
 - Alternative Assessments
 - iLearn
 - Behavior Management
 - Learning Styles
 - Inquiry Teams

- Data Driven Instruction
- Working with Paraprofessionals
- IEP Writing & Implementation
- Transition

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 school-wide program school Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds, and Human Resources to implement this action from September, 2011 through June, 2012.

Title 1 10% Professional Development set aside, Fair Student Funding and the SIG Title I ARRA grant support improved teacher effectiveness. The UFT Teacher Center, Assistant Principals and Master Teachers direct their attention to providing support to teachers on understanding the Research Based Rubric and Danielson Framework.

In addition, SIG Title I ARRA Funding will support a consultant from Teaching Matters to familiarize probationary teachers with the Danielson Framework one time per week during the Spring term and guide selected staff members towards improved teacher effectiveness.

Annual Goal #3 and Action Plan

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June, 2012, students will be engaged in at least one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core State Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Through the analysis of student performance data, the use of the Common Core Standards would benefit students' engagement through the implementation of project-based learning. The performance tasks would then strive to reinforce literacy across the curriculum focusing on our English Language Learners and Students with Special Needs population.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

I. Mathematics

- Create a unit outline for the Integrated Algebra Curriculum based on the Solving of Inequalities which is contained in Unit 1D of the Common Core State Standards. The unit will be based on mathematical principles and the content itself.
- Create a unit outline for the Geometry Curriculum based on the Common Core Unit on Constructions. The unit will be based on mathematical principles and the content itself.
- Create a unit outline for the Algebra II and Trigonometry Curriculum for the Common Core Unit on Complex Numbers. The unit will be based on mathematical principles and the content itself.
- Create a unit outline for MM1 Pre-Calculus course based on Complex Numbers. The course will be designed as a 7th term of Mathematics. The unit will be based on mathematical principles and the content itself.
- Create a unit outcome for MM2 Calculus based on the concept of Limits. The course will be designed for an 8th term of mathematics. Although considerable attention will be on the concept of Limit, the emphasis is on developing skill and proficiency in the basic techniques of differentiation and integration rather than on the underlying theory.

Note: After successfully completing these courses a student will be better prepared to take Advanced Placement Calculus or a standard calculus course in their freshman year at college.

Each outline will contain:

- A Unit Overview
- Task Details
- Table of Contents
- Initial Assessment
- Formative Assessment
- Final Performance Task
- Rubric
- Learning Plan and Activities

II English

The English Department will align at least one unit per term with the Common Core State Standards. Within a three year period of time, the entire English curriculum will be aligned.

The present courses that will be targeted are as follows:

English Courses

E1/E1 Honors Literary Genres: The Novel Of Mice and Men

E3/E3 Honors World Literature: Things Fall Apart

E5 American Literature: The Crucible

E5H American Literature: The Awakening

E5 AP /E7 European Literature: Macbeth

E7 Honors European Literature: Oedipus the King

E7 AP European Literature: The Stranger

ESL Courses

L5 Literary Genres: The Novel, Of Mice and Men and

L6 Literary Genres: Drama, A Raisin in the Sun

ELA1 American Literature: The Crucible

ELT1 European Literature: Romeo and Juliet

- The focus of our inquiry work this year is on developing literacy tasks that ask students to read and analyze informational texts and write argument-based

essays in response to those texts. Evidence will also be included to support arguments and to counter opposing arguments in this argument-based essay. By the end of November, one literacy task will be incorporated into the curriculum that will serve as a baseline assessment. Selected Inquiry Teams will analyze the results of the assessment to determine where students are in relation to the expectations of the Common Core Standards. By the end of March, students will engage in another literacy task embedded in a Common Core-aligned unit. In the spring, Inquiry Teams will look closely at the resulting student work in order to determine what further instructional adjustments are needed.

- Each course while working on specific novels teachers will incorporate non-fictional texts and non-fictional reading into their classrooms. For example, in the E1/E1 Honors work with the novel of Mice and Men, the teacher will incorporate summary resources of the Great Depression (photographs, journals, eyewitness reports, film) that relate to the setting, time period and subject of the novel. This will also allow students to work across the different subject areas and be able to see an interdisciplinary approach to studying a subject.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- 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.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- 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.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas.

- The Assistant Principal Organization and Payroll Secretary work closely with CFN405 Human Resources point person to ensure that non-highly teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to all new teachers. Master Teachers and a UFT staff development teacher are assigned to support struggling and unqualified teachers.
- Professional Development Consultants work with all staff in a continuous cycle of embedded professional development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has partnered with CAL (Center for Applied Linguistics that will continue to provide training and on-site support for all our ELL teaching staff. This training is designed to provide staff with the methods and techniques that will drive instruction in our ELL classes ultimately driving our students to accumulate credits and fulfill graduation requirements.
- The school has partnered with the Aussies Professional Developers for on-site support to facilitate more effective curriculum mapping and increase the use of facilitated inter-visitations.
- The school has partnered with Teaching Matters, Inc. that will continue to provide workshops that support student writing and using the peer review process. Professional Development will help teachers develop interdisciplinary units and support the goal of college/career readiness for students.
 - Integrated Co-Teaching
 - Common Core Standards
 - Curriculum Mapping
 - Technology
 - ELL Strategies and Methodologies
 - SESIS
 - Differentiated Instruction
 - Alternative Assessments
 - iLearn
 - Behavior Management
 - Learning Styles
 - Inquiry Teams
 - Data Driven Instruction
 - Working with Paraprofessionals
 - IEP Writing & Implementation
 - Transition

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I Professional Development 10% set aside and SIG Funds are used to bring in consultants to facilitate the implementation of the Common Core State Standards one day per week on Inquiry days. These funds are also used collectively to support our Master Teachers and UFT Teacher Center.

Inquiry Teams meet every Friday and allow teachers to work on developing literacy and math tasks aligned to the Common Core State Standards. Title 1 and SIG ARRA Funds support teacher per session (4-1/2 hours per week for 20 weeks) to allow for additional time to develop curriculum outlines and maps.

Annual Goal #4 and Action Plan

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

<p>Annual Goal #4</p> <ul style="list-style-type: none">Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. <p>To increase the number of credits accumulated in the lowest third in the 9th, 10th and 11th year by June, 2012.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. <p>By identifying the lowest performing third and implementing the Response to Intervention (RTI) in a timely manner, we will help students achieve the yearly goal of 10 or more credits necessary to move forward towards high school graduation.</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ol style="list-style-type: none">strategies/activities that encompass the needs of identified student subgroups,staff and other resources used to implement these strategies/activities,steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,timeline for implementation.To identify the students in the lowest third.To inform teachers who the students are in the lowest third.Students will be taught using differentiation, cooperative group learning, and inquiry-based learning.Teachers will utilize the technology tools purchased such as SmartBoards, Promethean boards, laptops, etc., to enhance classroom instruction.Teachers will use ARIS Acuity, and Scholarship Reports to analyze the needs, strengths, and weaknesses of students.Teachers will use Datacation or Skedula to increase parent involvement in their children's work. Parents will be allowed to consistently monitor their children's progress and communicate with teachers on this on-line program.<ol style="list-style-type: none">At Open School Evening and Afternoon Parent-Teacher Conferences and at all subsequent PTA Meetings school staff and a computer technician will be on hand to assist parents in signing on and navigating the Datacation program.At our Evening Parent Academy support staff will be on hand to train and assist parents on a continuous basis.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.<ul style="list-style-type: none">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.
 - 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”.
 - Translating all critical school documents and provide interpretation during meetings and events as needed.
-
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas.
- The Assistant Principal Organization and Payroll Secretary work closely with CFN405 Human Resources point person to ensure that non-highly teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to all new teachers. Master Teachers and a UFT staff development teacher are assigned to support struggling and unqualified teachers.
- Professional Development Consultants work with all staff in a continuous cycle of embedded professional development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has partnered with CAL (Center for Applied Linguistics that will continue to provide training and on-site support for all our ELL teaching staff. This training is designed to provide staff with the methods and techniques that will drive instruction in our ELL classes ultimately driving our students to accumulate credits and fulfill graduation requirements.
- The school has partnered with Teaching Matters, Inc. that will continue to provide workshops that support student writing and using the peer review process. Professional Development will help teachers develop interdisciplinary units and support the goal of college/career readiness for students.

- The school will continue credit recovery programs via Compass Learning and will expand our after-school programs and on-line credit pre-credit recovery via
- i-Learn secured through a city grant initiative.
- School will partner with the Chinese American Planning Council and the Jewish Board who will offer families a multitude of professional services, adult literacy workshops, career development opportunities, Chinese culture and language classes, and a wide variety of youth services. This will allow parents to assist their children in maintaining success in school.

Special Education Department- Services offered at FDR High School

The Individuals with Disabilities Education Improvement Act (IDEIA) is a federal law that has very specific requirements regarding the referral, assessment, identification, and delivery of special education services. The DOE is obligated to provide all students with a Free Appropriate Public Education in the least restrictive environment. CFN 405 provides FDR High School with support in all areas of special education.

SAT

FDR High School has a School Assessment Team made up of the school psychologist, social worker, IEP teacher, and clerical worker who together with other people familiar with the student conduct initial evaluations, mandated three year re-evaluations and requested reviews to address the academic and emotional needs of the student to provide the student with instructional support. The IEP teams located at the school consist of a multidisciplinary team that includes the parent and student. The IEP teams are responsible to:

- Conduct timely mandated evaluations
- Review all relevant information and conduct evaluations for each student referred to special education.
- Determine a student's eligibility for special education services
- Make appropriate recommendations for special education services.
- Guarantee that all procedural safeguards are provided to the student's parent

Psychologist/ Social Worker/ IEP Teacher

The evaluations consist of psycho-educational assessments and social histories and other assessments, which play a vital role in a school's intervention efforts. The psychologists and social worker, serve as members of the school's Pupil Personnel Team. Social workers also provide direct services to general and special education students and provide consultation and support to parents. They may also assist in the completion of Functional Behavioral Assessments and Behavioral Intervention Plans for students with challenging behaviors. At FDR High school the psychologist, social worker and IEP teacher conduct the Manifestation Determination Review meetings for suspended students. The IEP teacher aside from attending IEP meetings and conducting observations for initial cases provides instruction and academic intervention services (AIS) to special education students at risk.

Mandated Related Services

The school has four counselors, two speech teachers, and hearing teacher each provide the mandated related services as mandated by the student's IEP. These related services support the instructional needs of the student to succeed academically in the least restrictive environment.

Special Education Programs offered at FDR High School:

As per the special education reform, FDR not only makes recommendations based on the Continuum, but provides flexible scheduling as per the student's needs. Therefore a student may have a combination of the services offered to meet the student's individual academic needs in the least restrictive environment.

- General Education with Related Services only
- Special Education Teacher Support Services
- Integrated Co-Teaching
- Special Class in a CSD/HS
- NYSAA Program in a CDS/HS

Special Education Teachers/Related Service Providers

Teachers in the department are certified special education teacher and or content area specialists who develop and implement IEP annual goals aligned to state common core standards. The teachers and related service providers also

- Assess current levels of performance toward meeting academic standards.
- Identify instructional and classroom management strategies that have been successful with the student.
- Consider the student's educational needs in relation to the general education curriculum.
- identify student's talents and needs
- Consider student's transitional needs and interests.
- Consult with general education teachers and other special education providers at Inquiry Team Meetings and Integrated Co-Teaching Meetings.
- Direct the paraprofessional in implementing modifications and other educational or behavioral strategies in the classroom.
- Communicate with parents

Programs offered at FDR High School for Students with special needs:

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

4. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
5. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
6. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Wilson Reading Program-All incoming level 1 students are programmed for Wilson. Wilson provides intensive intervention through multi-sensory instruction, repetition, sound/syllable segmentation, reading and spelling control and pacing/mastery. The program emphasizes decoding, encoding/spelling, and comprehension through controlled passages.</p> <p>Achieve3000-This program is a data driven internet standard based program that helps to build the reading comprehension skills of struggling ELA &ELL readers.</p> <p>RCT/Regents prep classes and tutoring are offered to students taking RCTs or Regents exams each semester.</p> <p>All ELL & bilingual students identified as having a disability receive ESL services as per their IEP to address student's language needs.</p> <p>All Bilingual Students as per the IEP receive mandated services from an alternate placement paraprofessional to address the student's language needs.</p>

	iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.
Mathematics	AMP Math- a system that incorporates math as a support to the current general education math curriculum. Saturday Literacy Academy- students have a choice to attend the Math Department's Literacy Academy and work on Destination Math or the Saturday Literacy Program with the ESL Department, or the Saturday Literacy Program for students programmed for special classes to support students' instructional needs. RCT/Regents prep classes daily and on weekends. iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.
Science	Achieve3000Biology-support incoming students in science literacy Earth Science offered to self contained students to meet their science credit requirements. Living Environment-students are programmed for a four semester living environment curriculum instead of three semesters. RCT/Regents prep classes daily and on weekends. iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.
Social Studies	RCT/Regents prep classes daily and on weekends. iLearn credit recovery program weekdays and weekends for students who are in jeopardy or off track to graduate in four years.
At-risk Services provided by the Guidance Counselor	Overcoming Obstacles Curriculum-monthly, related service guidance counselors go into classes discussing various topics to help students make better decisions. Related Service Guidance counselors provide mandated counseling as per student's IEP. Services are delivered individually, and in small groups of three, five and eight. The related service provider provides services to improve social and emotional functioning in the areas of appropriate school behaviors, discipline, self control, conflict resolution, self-esteem issues and other coping skills that may interfere with learning. Through continuous outreach with other organizations, related service providers bring in guest speakers to discuss specific topics that support students' social, emotional, and transitional academic or career needs.
At-risk Services provided by the School Psychologist	School psychologist, along with the IEP team evaluate students recommended initial, triennials, and requested reviews. The IEP team recommends services in the Least Restrictive Environment. School psychologist will also work to complete MDRs, Functional Behavioral Assessments, and Behavioral Intervention Plans. School psychologist part of the PPT team to provide Tier 1, 2 & 3 services.
At-risk Services provided by the Social Worker	Social Worker meets with parents and students to discuss their due process rights. The social worker will also work with the parent to obtain outside support so the student can function socially and emotionally. The social worker is also part of the IEP team to recommend services in the Least Restrictive Environment.

At-risk Health-related Services

School nurse or paraprofessionals provide services that are designed to address a child's specific health needs as documented by the student's physician and reflected on the IEP, to ensure a safe educational environment.

Students with special needs are encouraged to take part in all activities and programs offered by the school.

TRANSITION SERVICES- In addition to the above services, FDR High School has two Transitional Linkage Coordinators who work with all students with special needs to

7. Identify and create short and long term transitional goals that help students become career and college ready.
8. Link outside agencies to help students transition to career or college after high school.
9. Assist students in acquiring employable skills. TLCs teach transitional courses that address work related skills.
10. Identify career goals and provide students with employment opportunities in the community (Dental Lab, Metropolitan Jewish Geriatric Center, etc.)
11. Identify alternative placement when the student is not succeeding at FDR high school. The TLC works with the parent, student, and IEP Team to address and support students' interests whether they are academic or vocational.
12. Prepare exit summaries when students transition out of FDR High School to Access VR or upon graduation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I 10% professional development set aside and Contract for Excellence Funding supports Mentors and UFT Teacher Center to assist teachers with differentiating instruction, cooperative and inquiry-based learning. Teacher per session (4 times a week, funded through Contract for Excellence Funding, allows teachers to provide tutoring to students who are at risk of failing their classes. In addition, Extended Day classes are offered to students four days per week to increase credit accumulation. The SIG ARRA Grant funds teacher per session for content area teachers who supervise the ilearn Lab and facilitate on-line learning. The ilearn Lab is open three days a week and on Saturdays. The Title I ARRA SIG Grant allows for professional development on using active- boards to enhance instruction. NYSTL software money was used to purchase Datacation software. Professional Development is offered to staff members through Fair Student Funding.

Academic Intervention Services (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	140	168	153	147	98	21	21	17
10	165	140	180	72	104	12	12	22
11	79	50	64	40	76	13	13	15
12	72	120	52	63	76	24	24	21

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

7. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
8. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
9. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

	Homework Club	Tue and Thurs 9 th Period	Room 337	Mr. Catalano Mr. Pereira
	Integrated Algebra Bilingual Tutoring	Mon and Wed Friday	Periods 0 and 9 Period 0	Ms. Mason
	Collaborative Inquiry	Fridays Groups Meet 1:30 – 2:30 One Group Meets 3:00 - 4:00	2:30 Teams Meet In Rooms 402 and 404 3:30 Team Meets In Room 402	
	Bilingual Inquiry Team Group B	1:30 – 2:30	Room 306	Ms. Mason
	<p>RTI Course Offerings Students that struggle during their first term of Geometry (MG21), are programmed for MEGS – Mathematics Exploration with Geometer’s Sketchpad Spanish and Chinese English Language Learners (ELLs) take Bilingual classes in Mathematics. Non-English math classes are offered to Non-English speaking ELLs. Extended Day during 9th period in room 259. CTT – Collaborative Team Teaching</p>			
Science	i- Learn computerized literacy program – Online and Small group. After school day and at home Achieve 3000 computerized program– Online and In Class. After school day and at home Homework Club – Small group tutoring. Before and after school day			
Social Studies	<p>The Social Studies department provides the following Academic Intervention Services:</p> <ul style="list-style-type: none"> • One - to – One Tutoring - offered daily, during period 8 to improve student outcomes • Small Group Tutoring – offered daily, during periods 1, and 7 to improve student outcomes • Precoverly – offered weekly, during period 2. This is a small group intervention that targets improving student test taking skills • Regents Tutoring - offered to improve student outcomes on the Global History and the US History Regents Exams • The Hispanic Club – offered weekly to ESL students, during periods 9 and 10 (Although ESL Spanish speaking students predominate, all students are welcome) <p>Additional Interventions include:</p> <ul style="list-style-type: none"> • SKEDULA – Teachers are learning to create progress reports for parents and students, using this program 			

	<ul style="list-style-type: none"> • School W.E.B. Site – Several Social Studies teachers post course assignments, requirements, links, work sheets, and extra credit assignments on the site • Teachers communicate with parents through mailings. Letters focus on student performance and student behavior, and they are available in the Social Studies office • Teachers phone parents to discuss student progress (Teacher Logs are available) • Professional Development – Three teacher PD teams are working to improve instruction in the department. They focus on the Common Core State Standards, using technology, and teaching reading, writing and math in Social Studies • I Learn – The department will begin to use “I Learn” to improve student outcomes in Social Studies, and to accommodate individual student learning styles • Teacher Inquiry Teams – Teams are focused on assessing student work and using a rubric to determine student levels • Department Conferences – The AP and the teachers focus on the Common Core Standards, differentiating teaching strategies, teaching ELA and math in Social Studies, using alternative assessments, and teaching study skills in the content area.
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.

Parent Involvement Policy (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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" will provide computers and technical assistance for parents to access their children's educational information (i.e. report card grades attendance records, their progress towards graduation and credit accumulation.
- 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.

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.
To encourage their children to be involved in extracurricular activities

School DBN: 20K505

School Name: Franklin Delano Roosevelt High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to the 2010-2011 Accountability and Overview Report, Franklin Delano Roosevelt High School made AYP in English in only one of eight accountability groups. According to the ATS report, Class of 2011 Meeting Graduation Requirements (RCOS), ninety-eight of the 633 students in the 2011 cohort either failed the ELA Regents or never took the exam. Of the forty-five students who failed, fifteen were limited English proficient, fifteen were students with disabilities, and fourteen met both criteria. Of the fifty-three students who never took the exam, twenty-three were limited English proficient, six were students with disabilities, and six met both criteria. Moreover, of the fifty-three students who were not tested, sixteen were still in the ninth grade and nineteen were still in the tenth grade after four years of high school. Contributing factors include poor attendance and the need for additional time for limited English proficient students to pass the ELA Regents. In addition, special education students who fail the exam with a low score must focus their attention on passing the RCTs in reading and writing in order to qualify for a local diploma.

According to the 2010-2011 New York State Report Card, Franklin Delano Roosevelt High School (FDRHS), made Adequate Yearly Progress (AYP) in two of the eight accountability subgroups in mathematics. According to the Regents Cohort Roster & Summaries (RCOS) report in Automate-The-Schools (ATS), of the 628 students in the 2011 cohort, 55 passed the math RCT. Unfortunately, this only allows for half the Performance Index value (PI), making it harder to achieve the pre-set Annual Measurable Objective (AMO). 24 of the 628 students failed the Regents exam; 13 of these 24 were students with Individual Education Plans (IEPs) and as many as 9 of the 24 were English Language Learners (ELLs). 58 of the 628 students were not tested. 9 of the 58 were students with IEPs and as many as 31 of these non-tested students were ELLs. One contributing factor for not making AYP in six of the eight subgroups is that ELLs need additional time to learn the English language. Many students with IEPs come to high school with significantly low math level, requiring additional time to work on building their math skills in order to pass the math Regents. Attendance is another factor affecting AYP.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to address these concerns, we have instituted academies in the ninth and tenth grades that have been very successful in helping these students make the transition to high school. Passing rates in English have improved

significantly, especially in the ninth grade. This year we also implemented two ninth-grade ESL blocks-one for beginning students and one for intermediate and advanced students. Another intervention is our school's participation in iLearn. We received a grant to incorporate online learning as a way of improving credit accumulation. We are also offering the following academic intervention services to our students: one-to-one tutoring during the school day, Saturday Regents tutoring, after-school tutoring by a third-party vendor, and homework help before and after the school day. Finally, we plan to work with a community-based organization to support our guidance and attendance staff in improving student attendance.

In the mathematics department we have the following interventions in place:

- One to one Tutoring
- Small Group Instruction
- Freshmen Pre-recovery
- Weekday Math Academy
- Saturday Math Academy
- Credit Recovery
- Integrated Algebra Bilingual Tutoring
- Students that struggle during their first term of Geometry (MG21), are programmed for MEGS – Mathematics Exploration with Geometer's Sketchpad
- Spanish and Chinese English Language Learners (ELLs) take Bilingual classes in Mathematics. Non-English math classes are offered to Non-English speaking ELLs.
- AP Statistics & MR21 Tutoring
- Calculus/Geometry Math Team

School wide we have the following interventions in place

- Ninth and tenth grade academies
- Saturday Regents tutoring
- After school tutoring from Brienza
- iLearn's Blended Learning and Credit recovery
- Homework Club
- Collaborative Inquiry
- Bilingual Inquiry Team
- Extended Day
- CTT – Collaborative Team Teaching

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% of the Title I funds for professional development focuses on the implementation of the Common Core State Standards. Educational consultants meet with teachers on a regular basis to develop and revise curriculum maps. In addition, consultants meet with various teachers during Inquiry Team meetings to support teachers as they address the City-wide Instructional Expectations.

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 provides high quality professional development by selecting mentors who have experience and background knowledge of teaching literacy skills to ELL students. The mentors include former ESL teachers, master teachers and teachers who have taught content areas to second language learners.

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.

Franklin Delano Roosevelt High School utilizes the following modes in communicating with our parents about the schools' identification for school improvement:

- a. **A Telephone Master recording goes out to all parents of our students indicating the date of our school improvement annual meeting. The PhoneMaster goes out in the following languages: English, Spanish, Chinese, Russian and Urdu.**
- b. **A mass letter mailing goes out to all parents explaining in a clear and understandable language the schools identification as a school in need of improvement. Again the letter goes out in multiple languages (see below)**

Translation Information:

Muy importante -- Si usted no puede leer el documento adjunto, su Coordinador de Padres tiene esta información en español.

Enpòtan Anpil -- Si w paka li dokiman ki tache, Kowòdinatè Paran w la gen enfòmasyon sa a an Kreyòl.

Очень важно -- Если вы не можете прочесть прилагаемый документ, у координатора по работе с родителями есть эта информация на русском языке.

খুবই জরুরী - যদি আপনি সংলগ্ন ডকুমেন্ট/লেখটি পড়তে না পারেন, আপনার পেরেন্ট কো-অর্ডিনেটরের (পিতা/মাতা সমন্বয়সাধক) কাছে এই তথ্যটির বাংলা অনুবাদ আছে।

긴요 사항 -- 첨부된 문서를 읽으실 수 없는 경우, 자녀 학교의 학부모 조정판에게 문의하시면 한국어로 된 정보를 받아보실 수 있습니다.

* نہایت اہم * - اگر آپ منسلک دستاویز پڑھنے سے قاصر ہیں تو آپ کے والد والدہ رابطہ کار کے پاس یہ معلومات اردو میں موجود ہیں۔
* ہام جداً * - إذا لم تستطیع قراءة الوثيقة المرفقة، فلدی منسق شؤون الآباء المسؤول عنك هذه المعلومات باللغة العربية.

重要訊息 -- 如果您不能閱讀所附文件，您的家長專員備有本資訊的華語版本。

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that have been proven to be effective. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

For 2010-2011, the New York State Education Department has identified our school **Franklin D. Roosevelt High School 20K505** as a **Persistently Low Achieving school**, as required under federal NCLB rules and the State's Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in **English for students with disabilities, Limited English Proficient Learners, Economically disadvantaged students and Hispanic students; Mathematics for students with disabilities, Economically disadvantaged students and Hispanic students; Graduation Rate for students with disabilities, Limited English Proficient Learners, Hispanic, Black, and Asian students.**

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- A longer school day to allow students an opportunity for credit accumulation.
- Literacy and mathematics coaches in our school who will work with teachers everyday to improve the quality of their teaching;
- New teaching strategies and smaller class sizes for struggling students;
- Freshmen Academy for all incoming students and a mini-interdisciplinary Sophomore Academy
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- Strategies to increase daily attendance;
- Expanded parental involvement programs to include workshops on parenting skills and improved employability skills and family counseling.

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parents' Association and School Leadership Team.

Through the federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES are tutoring or other remedial services offered by a New York State approved provider, at no cost to you, after-school or on weekends. Under the state's Differentiated Accountability system, SES is available in all schools that are identified for improvement. If your child is free-lunch eligible, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, **Ms. Michelle Munoz** . She can be reached at **718-621-8897**. All school report cards can also be viewed online on the State's nySTART website at <https://www.nystart.gov/publicweb/>.

I would like you to attend a meeting that has been scheduled to answer any questions you may have about the school improvement interventions and programs described above. At this meeting, you will also receive additional information about SES and the new improvement interventions required under the State's Differentiated Accountability system.

This meeting will be held on: **Thursday, January 20, 2011 at 7:00 p.m. and Franklin D. Roosevelt High School, 5800 20th Avenue, Brooklyn, New York 11204 .**

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at **718-621-8800**.

Sincerely,
Steven M. DeMarco
Principal

- c) **A special meeting is conducted which explains the procedures and plans for making necessary school improvements. Translation services are on hand the evening of the meeting for assistance with our non-English speaking parents.**

GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2011-12

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christophe Groll William Bonn	District 20	Borough Brooklyn	School Number 505
School Name Franklin D. Roosevelt High School			

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

Principal Steven DeMarco	Assistant Principal Elva Sánchez
Coach type here	Coach type here
ESL Teacher Adrienne Naso	Guidance Counselor type here
Teacher/Subject Area Leonora Florio-Fintz ESL	Parent Elizabeth Rook
Teacher/Subject Area type here	Parent Coordinator Michelle Muñoz
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	23	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	15
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	31
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3293	Total Number of ELLs	1467	ELLs as share of total student population (%)	44.55%
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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. Q

1 a. 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.

1 b. 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.

1 c. As part of our preparation for the NYSESLAT, ATS Report-RLER is reviewed to identify which students are eligible to take the test. Based on the information on that report, eligible ELLs are scheduled to take the NYSESLAT. When we know that NYSESLAT scores are available, we access ATS Report-RLAT to check ELL score and placement, based on the spring score. Scores are used to place students in ESL language instruction, accordingly. The same report (RLAT), also gives us access to the students' NYSESLAT history for the last three years. Information on ATS Report-RMSA is used to complete and review Annual Measurable Achievement Objectives (AMAOs) information. The same report provides us with information on student performance by modality. This information is used to modify curricula, if necessary; and to determine areas in which professional development should be provided.

As imaginable, the administration of the NYSESLAT every spring is a monumental task at FDR High School. To start, notifications by telephone and mail are sent to parents, advising them of the upcoming administration of the test. The School Leadership Team and the Parent Teacher Association are notified. The NYSESLAT calendar is also published in Parent Newsletter. Since approximately 1,500 ELLs need to be tested, and our goal is to evaluate at least 96% of our ELLs, the whole school is involved in the administration of the test. All ESL teachers, and many other teachers in the school, are involved in administering the NYSESLAT. For the oral (speaking) part of the exam, an extensive calendar of groups to be tested throughout the school day is put together and followed through. Optimal testing conditions are

provided. All ESL teachers graciously volunteer their administrative period, to work on the administration of the NYSESLAT. As the school schedule provides for 47 minute periods, and NYSESLAT guidelines recommend that the Reading and Writing components of the exam allow for students to work for 50 or 55 minutes, the school schedule is altered during four days. During two days, odd-numbered periods are longer to accommodate the time needed. During the other two days, even-numbered periods are longer to accommodate the time needed, as well. The administration of the Listening part of the NYSESLAT is administered on the fifth day of the same week, in class. During training for the NYSESLAT, teachers are asked to notify and send to the ESL Office any student who may have been absent to any of the parts of the test. These students are tested immediately. Also, students who have missed one of the parts of the test, are looked for in other subjects classes and tested immediately when located.

2. During the process of evaluation of the newly admitted students, 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 Education (TBE) 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 available 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.

3. 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. It is our ongoing goal to keep parents informed of any and all information pertaining to the education of their children. Parental Option and Program Selection Form letters are forwarded to the parents of newly identified ELLs as soon as the LAB-R score is available. Continued Entitlement letters are sent to parents in early October, as soon as student programs are finalized. NYSESLAT Parent Report and Performance Level Descriptors are sent to parents in early October, as well, as soon as they are available to print. All this information is kept in carefully maintained files and records, and updated regularly. All signed Parental Option and Program Selection Form letters are kept in the students' cumulative records and in the ESL Office, as well. These records are readily available, if so requested. A record of parents' calls and inquiries regarding, as a result of Continued Entitlement letters is kept. Written change of program parent requests are filed and kept in the ESL Office after pertinent student program changes have been made.

4. 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.

5. A total of 675 identified ELL have registered at FDR since the beginning of the fall 2010 semester. Parental program choice has been as indicated ahead. Of the 420 Chinese speaking students registered, parents of 280 (67%) of them opted for our Chinese Transitional Bilingual Program; and parents of 141 (33%) of the students registered opted for Freestanding ESL instruction. Of the 29 Spanish speaking students registered, parents of 21 (72%) of them opted for our Spanish Transitional Bilingual Program; and parents of 8 (28%) of the students registered opted for Freestanding ESL instruction. Parents of all of the 150 (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. Records are kept of parent requests for TBE in a language that we do not offer. At the time for programming decisions each semester, demographic information and parent requests are surveyed and decisions to post bilingual instruction vacancies are made.

6. As mentioned before, FDR offers Chinese and Spanish Transitional Bilingual Education. We also offer freestanding ESL content instruction for ELLs who speak all other languages. The majority of parental requests are for the programs that we already offer. In instances when parents request bilingual instruction in a language other than Chinese and Spanish, we inform the parents that we are keeping records of parental choices with the purpose of starting TBE in that language. It is FDR's intention to honor parent choice and implement immediately a TBE program in any language of which there are 20 or more ELLs who speak the same language and are in the same grade

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese and Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										62	57	34	10	163
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Freestanding ESL														
Self-Contained										17	20	28	11	76
Push-In														0
Total	0	79	77	62	21	239								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	1467	Newcomers (ELLs receiving service 0-3 years)		919	Special Education	128
SIFE	90	ELLs receiving service 4-6 years		256	Long-Term (completed 6 years)	164

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. ①

	ELLs by Subgroups									Total
	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	
TBE	413	19	0	181	24	0	112	4	0	706
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	548	20	61	131	17	41	82	6	26	761
Total	961	39	61	312	41	41	194	10	26	1467

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										18	26	16	11	71
Chinese										136	289	105	105	635
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other ___														0

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	
TOTAL	0	154	315	121	116	706									

**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
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										16	12	19	17	64

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
Chinese										12	19	23	12	66
Russian										16	19	21	19	75
Bengali										11	25	12	17	65
Urdu										11	17	12	14	54
Arabic										12	26	21	17	76
Haitian										3	2	1		6
French										2				2
Korean											1	1		2
Punjabi										1	1	1		3
Polish										8	13	12	5	38
Albanian										9	1	7	7	24
Other										38	69	41	38	186
TOTAL	0	139	205	171	146	661								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. As a large high school, FDR offers departmentalized instruction, with classes provided in 47-minute periods. Ten 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

A. Programming and Scheduling Information

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 all newly admitted ELLs 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 TBE program. 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, ELLs make an easier transition into the second language. FDR offers TBE Chinese and Spanish. Bilingual instruction is offered in all courses in Science, Math and Social Studies. Freestanding ESL content instruction is offered in all courses in Science, Math and Social Studies. Students in TBE and Freestanding ESL content instruction also take courses with the general English-speaking population in areas such as Physical Education, Art, Music and Technology.

2. For three years now, incoming ELLs were placed in a blocked instruction program. There are currently three blocked Chinese Bilingual groups, seven blocked Freestanding ESL groups. Students in blocked freshman ELL program receive all required courses while they travel together throughout the instructional day, taking most classes with the same teachers, allowing for common/collaborative planning. During 2011-2012 we have included additional support in various ways. An F-status retired assistant principal is working once a week with the ELL block teachers, providing assistance in developing collaborative, interdisciplinary lessons. An AUSSIE consultant is also meeting with the block teachers once a week to guide their inquiry process. The Learning Village, provided for a second year by the Office of English Language Learners, is available for the ELL Freshman Block. Teachers will receive professional development and technical support by a Learning Village specialist.

3. Instruction in every department is guided by established course outlines that are aligned to the standards and reflect Regents skills development. This year, teachers are in the process of updating curricula to incorporate units that focus on Common Core Standard - Reading for Information and Writing an Argument. Teams of teachers have already been identified and time has been allocated for the teams to meet. 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.

4. Every spring all Chinese speaking ELLs take the Chinese Reading Exam, and all Spanish speaking ELLs who have not yet taken the Comprehensive Spanish Exam (LOTE) take the El Examen de Lectura en Español. The outcomes of these tests designed to assess ELLs' native language arts proficiency and progress, is reviewed by NLA teachers and information gathered is used to plan appropriate instruction.

5a. 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. 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. FDR has also contracted the services of the Center for Applied Linguistics (CAL) to provide professional development and classroom support on Literacy Strategies for Students with Limited Literacy in the First Language to the teachers who teach the ESL literacy class. A series of professional development workshops are being offered, and followed-up with in-class support on the strategies discussed during the workshops. Student progress in the ESL class is monitored and instruction is adjusted as needed.

5b. Newly arrived students and those who have been in U.S. 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. Periodic meetings with department chairs are held to discuss issues and concerns pertaining to TBE and Freestanding ESL instruction. At these meetings, new and innovative materials are reviewed with the purpose of identifying resources that facilitate understanding of content, at various language levels. Some purchased resources are translated textbooks, technical picture dictionaries and leveled videos and software. Teachers of ELLs are also scheduled for professional development from CFN Network representatives and teacher development agencies, like Brienza and AUSSIE, on differentiation and making content comprehensible for

A. Programming and Scheduling Information

language learners. This professional development is accompanied by in-class support and teacher intervisitations. Parents are continuously informed through phone calls and mail of the academic progress of their children. Parents are also receive training on using ARIS and are urged to sign in and review their children’s educational information. FDR also publishes a monthly Parent Newsletter which includes information about programs and opportunities for ELLs and their parents.

5c. 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. Morning and afternoon language and content tutoring is offered for students in this category. Their progress is observed and their NYSESLAT performance is reviewed. A committee formed by the assistant principal, the Foreign Language Coordinator, the LAB/BESIS Coordinator, teachers and bilingual counselors gets together every week to discuss the progress of ELLs receiveing services from 4 to 6 years. This committee, meets as an inquiry team to look at student work and identify strategies and interventions to address their needs.

5d. 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.

6. 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 ESL placement procedures. Referrals are evaluated per the established Special Education identification process and then referred for ESL placement. All 128 Special Education ELLs are served per required CR Part 154 guidelines, as well as per their IEP. All Special Education classes are guided by the curricula established for mainstream courses. Special Education teachers meet to discuss curricula and customize instruction to address special education needs. As a result, Special Education ELLs are receiving the same content as the mainstream, but modified to their needs. Through Title III funds, the Saturday Academy also offers a class for Special Education ELLs who need additional language support. This class is hands-on Science with a focus on vocabulary development and language practice.

7. Special Education ELLs are served in various ways. Those whose IEP recommends Collaborative Team Teaching (CTT) are tested for language placement and scheduled for mainstream ESL instruction accordingly. Special Education ELLs whose IEP recommends Resource room support, are also tested for placement and scheduled for mainstream ESL instruction, as well. Special Education ELLs in this group also receive language support during their Resource Room time from an ESL certified Special Education teacher. Special Education ELLs in self-contained Special Education classes receive ESL language instruction and are placed in freestanding ESL content instruction. Special Education ELLs whose IEP recommends TBE instruction, are placed in Chinese or Spanish TBE per recommendation. Special Education ELLs for whom TBE in their language is not offered are placed in ESL language and freestanding ESL content classes. They are also assigned a bilingual paraprofessional who travels with them throughout the school day.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese Level 1-6 Spanish 1-6		Health	English

Social Studies:	Chinese and Spanish
Math:	Chinese and Spanish
Science:	Chinese and Spanish
ESL	Levels 1-9
Music	English
Art	English
Technology	English

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

Native Language Usage and Supports	
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.	
Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Through Title III funds and SIFE Grant, FDR offers a variety of academic interventions for ELLs, they are:

- A Homework Club to provide support in organizing for study, completing homework, managing time for study and academic guidance. All ELLs are recommended for and urged to participate in the Homework Club, where a teacher can give each students more personalized help in their coursework needs. This intervention is geared more toward newly arrived ELLs that have yet to develop study habits and test preparation. Strategically, Science, Social Studies, Math and ESL teachers have been hired to provide targetted support in these areas. Homework calendar indicates dates when specific subject teachers will be available.

- Saturday Regents Prep for ELLs scheduled to take Regents Exams, provided in 10 subjects by content licensed teachers using bilingual Chinese and Spanish, and freestanding strategies. This intervention, though available to all ELLs scheduled to take Regents exams, is designed for those who have shown difficulty with Regents exams in the past, namely, ELLs who have been in ESL instruction during 4 to 6 years and long term ELLs.

- ESL and Computers Parent Academy, to empower parents and relatives of ELL with language ability necessary to help their children at home. This parent academy is available to all parents and relatives of ELLs. During the days the ESL and Computers Parent Academy is offered, through Title I funds, two bilingual counselors are in attendande to provide services and assistance to parents who are not able to come during regular school hours due to work schedule or other circumstances.

- Saturday Literacy Academy for SIFE and Long Term ELL. Through a SIFE Grant, a project-based, interdisciplinary, language-focused Saturday Academy is open for students who are identified as SIFE and/or show low literacy skills

- Destination Math Saturday Academy, as part of the SIFE Grant. A review of past Regents Examination scores and item analysis revealed that Hispanics show lack of conceptual understanding necessary for the development of critical thinking and problem solving skills. To address this gap, a Destination Math Academy is offered to students in the group described above, who in a significant number are also long term ELLs.

- Special Education Saturday Literacy Academy, to provide support to special education ELLs in science and math. As special education ELLs RCT scores show that they need additional support in science and math, a special education group for ELLs was added.

- The Saturday Literacy Academy also includes a fifth group academic English group for ELLs who have received ESL services for 4 to 6 years, are at the intermediate and advanced levels of ESL language instruction, but have not been able to pass the NYSESLAT

As part of FDR's tutoring services, small group instruction and tutoring by teachers is offered throughout the school day. In the offerings, there is tutoring for bilingual Chinese science, bilingual Spanish science, bilingual Chinese social studies, bilingual Spanish social studies, bilingual Chinese math, bilingual Spanish math. There are also groups of small group instruction on ESL, freestanding science, freestanding math and freestanding social studies.

9. 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.

10. For the 2012-2013 school year we intend to extend the ESL block to the sophomore year. In reviewing scholarship and participant credit accumulation, it has been evident that the Freshman ELL Block is successful. To expand that success to subsequent school years, the ESL Block will be extended into current participants' sophomore year. Participating ELLs will continue to benefit from the personalized and nurturing small setting that block instruction provides.

11. At this time there is no plan or intention to discontinue any services for ELLs.

12. As ELLs at FDR constitute 44% of the total student population, ELLs have access to all curricular and extracurricular activities. ELLs participate in the school's wide variety of clubs and sports program. A review of the graduation ranking for the last two school years also revealed that the students ranked within the first ten positions are either ELLs or former ELLs. Continuous and consistent compliance reviews indicate that all ELLs are served per CR Part 154, and enough classes are offered to provide all ELLs with the instruction they are entitled to, by level and parental choice. As mentioned before, through Title III funds and a SIFE Grant, supplemental services for ELLs are in place and participation is high.

13. Every student in ESL receives necessary textbooks, at the appropriate level of proficiency (levels 1 to 9 and NLA) Our department also has numerous resources to support and enhance instruction.

Equipment:

- Overhead projectors in every classroom
- One computer/printer combination, with Internet access in every classroom
- 6 LCD projector/CPU or laptop combinations
- 8 I-pads
- 6 T.V./VCR/VHS combinations
- 20 CD/cassette players
- Mobile computer lab
- Listening Center
- 15 Promethean Boards
- 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

14. 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. ELLs in Chinese and Spanish TBD receive one period of instruction in Native Language Arts (NLA). FDR takes into account the native language of ELLs in freestanding ESL in several ways. We have content-based libraries in a variety of languages (Chinese, Spanish, Russian, Urdu, Bengali, and others). Bilingual dictionaries and content glossaries are also available for students to use. A number of Internet-based programs, such as Achieve 3000, The Learning Village and Destination Reading, are available and used, as well.

15. All ELLs are placed per LAB-R when newly admitted and per NYSESLAT score at the beginning of each school year.

16. As they approach high school, incoming freshmen are excited and concerned. For ELLs, this feeling is exacerbated by their need to

master the English language and graduate in four years. To take a proactive stand, set the students on an achievement path, and start interventions before the incoming Freshman ELLs begin in September, through the ELL Title I Achievement Grant, a summer Bridge Program for Incoming ELLs has been offered during, and parallel to, the high school summer session. The proposed bridge program includes learning experiences that prepare students for high school curriculum and requirements, provide them with social support during the transition, and offer students information about the expectations of the new school. The Bridge Program for Incoming ELLs brings together approximately 75 candidates for the ELL Freshman Block. They receive three daily, one and one half hour periods of instruction.

17. FDR offers Spanish and Frech 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.

1. 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 Center for Applied Linguistics, Teaching Matters, the UFT Teachers' Center Instructional Specialist, Brienza and Aussies and are scheduled throughout the school year. Workshops are open to assistant principals, bilingual/ESL coordinators and teachers. Assistant principals, bilingual/ESL coordinators and teachers participate in all and any professional development provided by the Office of ELLs.

2. As students are everyone's concern at FDR, support for incoming ninth graders starts early during the school year before they are scheduled to start high school. FDR starts this approach by organizing an Open House in the fall to which all feeder schools are invited, including English language learners. A display of our services with a description of all activities and supports is presented. ELLs and their parents are greeted by the assistant principal and a group of teachers of ELLs and welcomed. All possible questions and concerns are addressed at that time. During the spring before ELLs enter FDR, the LAB/BESIS Coordinator and the Foreign Language Coordinator visit feeder schools, meet with incoming ELLs, discuss programs, administer short language exams to have an idea of the skills that will need to be addressed, and make themselves available as a source of support and guidance when they come to FDR in the fall. In August, during the week before the school year starts, FDR organizes a Freshman Orientation. At this orientation, ELLs meet their teachers, obtain their class schedule, tour the school building and receive a variety of instructional resources such as an academic planner, a school map and a directory of all school offices and services.

3. 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 content area, special education content area and ELA teachers, and 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 session and prior to the beginning of the school year. ESL Department Conferences are open to teachers of all departments and a consistent representation of each department 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?

1. FDR has an organized Parent Teacher Association (PTA) that meets monthly to discuss ways to support all students. Several members of the PTA are parents of ELLs.

2. During ELL Parent Orientation, the Parent Coordinator (PC) administers a survey to assess parents' needs during the school year. Within that survey, parents are offered the opportunity to select topics they would like to receive information on; or they may write in topics they would like addressed. Based on parent responses, a list of workshop topics is developed, which the Parent Coordinator uses to organize a series of informational workshops for parents. At these workshops, a group of translators in languages such as Chinese, Spanish, Russian, Arabic, Urdu, Bengali and Albanian is present to offer simultaneous interpretation to parents. During the 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, establish linkages and provide support to parents. The Parent Coordinator also publishes a monthly informational newsletter that is translated into Spanish, Chinese, Creole, Korean, Urdu, Bengali and Russian. In this newsletter, information about school events, assessments, concerns, and all other pertinent notifications is made accessible to parents. Depending on the topic, parent workshops are offered by school guidance counselors, or government agencies such as the Health Department, Fire Department, and Parks Administration. Currently, we do not have a partnership with any community-based organization to come and offer information services. We are however in conversations with two community based organizations to have them provide community support to ELLs in the school building. These community based organizations are Good Shepherd and Chinese-American Planning Council.

3. Parents are always welcome to visit our school and meet with the Parent Coordinator, teachers, guidance counselors or supervisors. As discussed above, during ELL Parent Orientation, the PC administers a survey to assess parents' needs during the school year. This survey is the result of a combined effort of the Parent Coordinator, the Parent Teacher Association, the Foreign Language Coordinator and the LAB/BESIS Coordinator. Another source of information on parents' needs and concerns is the yearly parent survey which affords the staff insight on what parents think, what they would like to see happen and what they like about the school. We have professionals in house, supported by technology resources, that are prepared to present workshops on information requested by parents. FDR's Parent Coordinator is very active in networking and being a liaison between parents and school. She is always present at all activities that involve parents, teachers and students, as a facilitator for the families in our school. As mentioned before, the PC also publishes a monthly informational newsletter that is translated into Spanish, Chinese, Creole, Korean, Urdu, Bengali and Russian. Through the Title III Translations and Interpretation Services allocation, interpreters in languages such as Spanish, Chinese, Arabic, Russian, Bengali and Urdu, are hired to make outreach phone calls to parents to keep them up to date on their children's performance and behavior in school. Teachers provide lists of students, by language, for interpreters to make calls.

4. 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

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)										127	178	13	18	336
Intermediate(I)										83	202	119	92	496
Advanced (A)										27	44	53	61	185
Total	0	0	0	0	0	0	0	0	0	237	424	185	171	1017

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0									34	108	6	9
	I										58	170	81	76
	A										51	54	68	76
	P										30	37	29	23
READING/ WRITING	B										69	127	13	10
	I										72	192	108	97
	A										31	39	53	64
	P										1	11	10	13

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	498		254	
Integrated Algebra	379		324	
Geometry	195		171	
Algebra 2/Trigonometry	99		90	
Math _____				
Biology				
Chemistry	166		128	
Earth Science				
Living Environment	355		289	
Physics				
Global History and Geography	401		291	
US History and Government	297		249	
Foreign Language	279		127	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	81	142	129	167				

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. 83% ELLs who are administered the LAB-R test beginner (96 out of 115 ELLs admitted between September and December 2010); leaving a small percentage who place intermediate (11 students-10%) and advanced (3 students-7%). with a significant number of students admitted one month after the beginning of the semester (21-18%). 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. Concerns regarding 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 geared toward improving student achievement. Technology is one resource that FDR has identified instructional technology like Destination Math, Destination Reading, The Learning Village and Achieve 3000 to be used as part of the interventions.

FDR administers the Periodic Assessment for ELLs in the fall and the spring to afford teachers information on student language progress between NYSESLAT administrations. We also administer the NYSESLAT, every spring, to at least 97% of ELLs. There are six 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 scholarship 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.

2. Since the beginning of the 2011-2012 school year, a total of 126 newly admitted students have been given the LAB-R, after indicating on the Home Language Information Survey that a language other than English was spoken at home. Of the 126 students tested, 105 (83%) scored ESL entitlement at the Beginner level. 11 (9%) tested students scored ELL entitlement at the Intermediate level, 3 (2%) tested students scored ESL entitlement at the advanced level; and 7 (5%) Based on the scores of the spring 2010 NYSESLAT, a high percentage of FDR students scored at the Intermediate (43.22%) and Advanced (28.33%) levels. The Foreign Language Coordinator, the LAB/BESIS Coordinator, the ESL Assistant Principal and the Data Professional of our school, work together to analyze the NYSESLAT scores. The percentage of students scoring at the Beginner level appears to be higher in the Reading and Writing modalities (9.51%) than the percentage of students scoring at the same level in the Listening and Speaking modalities (2%). Such discrepancy may signify that there is a need to design instruction in Reading and Writing at the beginner level that leads to the improvement of students' proficiency in those two modalities.

3. As mentioned previously, a team composed of the Foreign Language Coordinator, the LAB/BESIS Coordinator, the ESL Assistant Principal, and the Data Professional of our school, analyzes NYSESLAT scores to determine, among other things, areas that need to be strengthened. In action research, this group meets to identify strategies and interventions to use to address the students' needs per modality. As was evident in the analysis of the NYSESLAT scores per modality during the most recent administration, students performed at the lowest level in listening and speaking. To address that, we reached out to the network curriculum specialist, who will provide professional development that focuses on best practices, methodologies and techniques that enhance and develop students' listening and speaking skills. Additionally, research geared to identify and acquire resources like listening laboratories and software is being conducted.

4. All assessment data, NYSESLAT, LAB-R, ELL Periodic Assessment, Chinese Reading Exam, El Examen de Lectura en Español, is shared with every department. Data on each assessment is made available to department assistant principals at cabinet meetings. It is also presented to the staff at a Faculty Conference, where the audience is given opportunity to pose questions and clarify concerns. Assessment outcome information is also shared with the Parent Teacher Association and the School Leadership Team at respective meetings. Awareness of ELL performance permeates the learning environment at FDR.

In the same manner that data information is shared with school staff, it is also shared with the School Leadership Team. At the time of this meeting, the School Leadership Team has opportunity to review, pose questions and clarify concerns. During the meeting, alternatives and interventions are discussed with the group and decisions are made. This year, the School Leadership Team recommended that two outside organizations be hired. BRIENZA were hired to work with inquiry teams to further guide and enhance action research focused on identified areas of concern. AUUSSIEs was hired to provide additional tutoring to ELLs in a variety of ways. This group offers targeted small group tutoring after school and at students' homes, as requested by the parents.

All assessment information on ELL Periodic Assessments, LAB-R, NYSESLAT, Chinese Reading Exam, El Examen de Lectura en Español scores are used by inquiry teams as multiple sources of information on student performance and achievement. As discussed before, all information is shared and always available for teachers to access, as needed.

ELL Periodic Assessment is given to students in the Intermediate and Advanced levels of ESL instruction. When available, information is used by teachers to determine areas that need additional and intensive attention. Information is used to design lessons and determine strategies. Student progress between periodic assessment and the NYSESLAT provides teachers with interim information on the progress students are making without having to wait for the yearly language achievement assessment. As mentioned, information from periodic assessment is very useful, when available. The system to provide information on ELL Periodic Assessment has not been consistently efficient, making access to data an unreliable factor to count on. Our concerns have been reported to the people in charge and they are currently working on improvements to the system.

5. N/A

6. There are two resources that provide us information on the success of our program for ELLs at FDR. Formative evaluation is made by reviewing teacher scholarship to check on student performance and grade-related progress. At the end of every marking period, student grades, by course and teacher, are reviewed by teachers and assistant principal. Additionally, using ARIS, teachers review student report cards to check student performance in all their courses. Teachers have great interest in student success and use their time creatively to articulate with colleagues. Articulation among teachers of the same students takes place. Teacher conferences lead to collaborative lesson design. Conferences between assistant principal and teachers are held. At these meetings, student performance is discussed. Differentiation of instruction is discussed. This is accompanied by ongoing review of ELL credit accumulation. Summative evaluation is performed by reviewing our Annual Measurable Assessment Objectives (AMAOs), which give us a view of what progress ELLs are making in language proficiency through the NYSESLAT. AMAOs give us insight on how ELLs are doing in the NYSESLAT within language levels and from one level to the next. With the collaboration of the Assistant Principal of Testing and the school's Data Professional, students' AMAOs progress information has been determined and is being reviewed. Given the large This AMAOs information is used to design targeted instruction, identify practical strategies geared toward improving our instructional program for ELLs.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

- Through a School Based Option (SBO) vote, FDR's faculty opted to adapt school schedule on Fridays to allow for one hour Inquiry Team meetings. Teams are identified based on common subject areas, special group programs (Freshman Block, Freshman ELL Block, Freestanding ESL, Saturday Academy), student classification (Bilingual Chinese, Bilingual Spanish), school safety and security (Deans), and others. All teachers of ELLs are involved in inquiry and looking into ELL performance, analyzing pertinent data and designing literacy tasks include in their academy instruction.

- At FDR, we have always believed that a learning environment that promotes socio-emotional growth, while learning a second language, supports the parallel development of language and self-confidence. It establishes a link among home, culture and language. ELLs that enter schools in New York City, come with emotional baggage that stems from age-related feelings of inadequacy, home language proficiency, family socioeconomic circumstances, reasons for immigration, level of home literacy and cultural traditions. Cognizant of the value of cultural identity in a student's process of adaptation, FDR recognizes and celebrates diversity as an asset. 43% of students at FDR are ELLs, and a large representation of the general school population comes from a home where a language other than English is spoken. Based on this overwhelming reality, FDR sees the need to validate and recognize cultural diversity. For the last three (3) years, FDR has presented a Multicultural Festival produced by students. In this festival, musical and stage performances representing many of the cultures at the school are put together and presented in a feast of cultural pride. Although participation is open to all students in the school, students in the Saturday Literacy Academy form a significant part of the festival. During scheduled academy Saturdays, teachers plan lessons that guide students to prepare a presentation for the Multicultural Festival. Students' brainstorming, research and planning, culminate in a multicultural extravaganza of music, food and respect that is evidence that dignity in diversity is alive and happy at FDR. This activity is funded through the Office of Student Affairs.

- 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.

- o Provider: Brienza Academic Advantage
Topics: * Using Inquiry as a base for instruction
* Common Core Standards - Literacy Tasks in ELL Instruction
Presenter: Maria Palandra
Participants: 5 inquiry teams (30 teachers)
Schedule: One hour, every Friday

- o Provider: Center for Applied Linguistics (CAL)
Topic: Literacy Strategies for Students with Limited Literacy in the First Language
Presenter: Lisa Tabaku
Participants: 12 teachers
Schedule: Twice a month

- o Provider: UFT Teachers' Center Professional Development
Topics: Curriculum mapping, common core standards, questioning techniques, technology and instruction, differentiation, monitoring and adjusting instruction and assessment, student engagement, academic vocabulary development and classroom management
Presenter: Patricia Gentile
Participants: Open to all teachers
Schedule: Upon request during prep period

- o Provider: Teaching Matters
Presenter: Chad Franklin
Topics: Developing Learning Experience Outlines (LEOs) for ELL instruction containing standards-based lessons, rubrics and other assessment references, technology incorporation, assessment of student work
Participants: 8 teachers
Schedule: Twice a month

- o Provider: Promethean World
Topic: Training teachers to use Promethean technology in the classroom
Participants: Open to all teachers

Schedule: Twice per semester

- o Provider: Teq Equipment
- Topic: Training teachers to use Smart Board technology in the classroom
- Participants: Open to all teachers
- Schedule: Twice per semester

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Steven DeMarco	Principal		11/21/11
Elva Sánchez	Assistant Principal		11/21/11
Michelle Muñoz	Parent Coordinator		11/21/11
Adrienne Naso	ESL Teacher		11/21/11
Elizabeth Rook	Parent		11/21/11
Leonora Florio-Fintz - ESL	Teacher/Subject Area		11/21/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

DBN: 20K505 School Name: Franklin D. Roosevelt High School

Cluster: 4 Network: 405

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 3,293 students, 1,467 (44.55%) 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 solid partnership with parents is necessary. In addition to the need to provide comprehensible information to the parents of 44.55% 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>.

Care will be taken to provide all parents who are not able to understand English receive translation and interpretation services necessary to ensure equal educational opportunity for their children. From initial intake when they first come to our school, to parent meetings, workshops; and interviews with school personnel, parents will be provided translation and interpretation services by school community members who speak their language and understand their culture.

The Bill of Parents' Rights and Responsibilities is distributed in the school's top six languages and English at the beginning of the school year. All school documents are translated into Chinese, Spanish, Russian, Arabic, Bengali and Urdu. Information on availability of interpretation services through Parent Coordinator and Guidance Counselors are posted prominently throughout the school lobby, school hallways and the Main Office area. School staff has been made aware of translation and interpretation services, and are able to guide parents and visitors to the designated staff members and offices where services are available. Calls from parents who do not speak or understand English are forwarded to the Parent Coordinator and/or Guidance Counselors who immediately contact the identified interpreters to provide assistance. During PTA and Leadership Team meetings, parents attending are reminded of the DOE website link that provides information on their right to translation and interpretations

services. The monthly Parent Newsletter, which is translated into Chinese, Spanish, Russian, Arabic, Bengali and Urdu, carries a permanent notification of the availability of translation and interpretations services, as well as the notice regarding parents' right to such services.

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.

Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: Franklin D. Roosevelt High Sch	DBN: K505
Cluster Leader: Christopher Groll	Network Leader: William Bonner
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of immigrant students (including ELLs) to be served: ____ Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: ____
Describe the direct supplemental instruction program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials
Begin description here: 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 should 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, and many are recently identified ELLs who have just arrived in the country. 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). FDR intends to address the language needs of these students in a variety of ways. <ul style="list-style-type: none"> • Part of the Title III Immigrant funds 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 and one half (3.5) hour sessions, providing abundant learning opportunities from nature study, class trips and hands on activities inside and outside the

Part B: Direct Instruction Supplemental Program Information

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 eighth year, many former participants, immigrant ELLs, 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 the Saturday Literacy Academy will participate in a series of cultural trips, as follows:
 - Sister Act – Broadway Theatre, Broadway – Saturday, December 17, 2011 - Admission tickets were purchased with other sources of funds; transportation by school bus company will be paid from Title III funds.
 - Museum of Natural History – Saturday, March 10, 2012 – Admission to IMAX theater and transportation by school bus company will be paid from Title III funds.
 - Cloisters Museum – Saturday, April 28, 2012 – Admission free of cost; transportation by school bus company will be paid from Title III funds.
 - Intrepid-Sea, Air and Space Museum – Saturday, June 16, 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 participating special education students
 - 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

Part B: Direct Instruction Supplemental Program Information

provided in three (3) hour sessions during the five (5) 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 Integrated Algebra) 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 all 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, keeping records of participation, 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, Title III funds and Title III Immigrant funds. 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 and Title III Immigrant 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.

Every effort will be made to hire certified ESL and bilingual content teachers. In the event that it is not possible to hire the needed 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 vocabulary and literacy through content instruction. Refer to the professional development chart further ahead in this document.

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description 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. All content area teachers in all instructional activities will be scheduled to participate in at least one of the professional development series.

Provider: Brienza Academic Advantage

Topics: * Using Inquiry as a base for instruction

* Common Core Standards - Literacy Tasks in ELL Instruction

Presenter: Maria Palandra

Participants: 5 inquiry teams (30 teachers)

Part C: Professional Development

Schedule: One hour, every Friday

Provider: Center for Applied Linguistics (CAL)

Topic: Literacy Strategies for Students with Limited Literacy in the First Language

Presenter: Lisa Tabaku

Participants: 12 teachers

Schedule: Twice a month

Provider: UFT Teachers' Center Professional Development

Presenter: Patricia Gentile

Topics: Curriculum mapping, common core standards, questioning techniques, technology and instruction, differentiation, monitoring and adjusting instruction and assessment, student engagement, academic vocabulary development and classroom management

Participants: Open to all teachers

Schedule: Upon request during prep period

Provider: Teaching Matters

Presenter: Chad Franklin

Topics: Developing Learning Experience Outlines (LEOs) for ELL instruction containing standards-based lessons, rubrics and other assessment references, technology incorporation and assessment of student work

Participants: 8 teachers

Schedule: Twice a month

Provider: Promethean World

Topic: Training teachers to use Promethean technology in the classroom

Participants: Open to all teachers

Schedule: Twice per semester

Provider: Teq Equipment

Topic: Training teachers to use Smart Board technology in the classroom

Participants: Open to all teachers

Schedule: Twice per semester

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

- 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 69 three (3) hour sessions from November 2010 to June 2012. 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 hour sessions. Presentations will address topics of concern to the parents. They are scheduled as follows:

Workshop: Making Smooth Transitions

Presenter: TBD

Date: November 14, 2011

Time: 7:00 P.M to 8:30 P.M.

Workshop: Family Night: Math, Science or Reading?

Presenter: TBD

Date: December 12, 2011

Time: 7:00 P.M. to 8:30 P.M.

Workshop: Motivating Your Child to Succeed in School

Presenter: TBD

Date: January 23, 2012

Time: 7:00 P.M. to 8:30 P.M

Workshop: Literacy – A Family Affair

Presenter: TBD

Date: February, 2012

Time: 7:00 P.M. to 8:30 P.M.

Workshop: Closing the Achievement Gap from Home

Presenter: TBD

Date: March 12, 2012

Time: 7:00 P.M. to 8:30 P.M.

Workshop: Understanding the Common Core Standards

Presenter: TBD

Date: May 14, 2012

Time: 7:00 P.M. to 8:30 P.M.

Information and schedules about this series of workshops for parents will be posted on the Parents' Bulletin Board, shared with the Parent Teacher Association (PTA), and included on the Parent Newsletter

Part D: Parental Engagement Activities

that is issued once a month. This newsletter is published in multiple languages. Workshops will take place on weeknights, once a month, beginning in November. Any expenses, such as refreshments and materials will be covered with other sources of funds.

Begin description here:

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	_____	_____
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> • Supplemental • Additional curricular, instructional materials 	_____	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	Total: : \$207,890.70 combined with Title III Supplemental funds