



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** FRANKLIN DELANO ROOSEVELT HIGH SCHOOL      DBN (20 K 505):

PRINCIPAL: STEVEN M. DEMARCO

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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 School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Steven M. DeMarco	*Principal	
Dr. Marian Swerdlow	*UFT Chapter Leader or Designee	
Elizabeth Rook	*PA/PTA President or Designated Co-President	
Natalie Coscia	DC 37 Representative, if applicable	
Samantha Wong Nolan Rook	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Matilda Morales	Member/Parent	
Angelic Cruz	Member/Parent	
Bernice Richards	Member/Parent	
Diane Mcdermott	Member/Parent	
Mitchell Kubiak	Member/Parent	
Seung Wong	Member/Parent	
Salvatore Catalano	Member/Teacher	
Emily Streeter	Member/Teacher	
Gregory Bernardi	Member/Teacher	

Joseph Ferrantelli	Elected CSA	
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\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“In response to data on the School Graduation Rate, grade-level academies were established for 9<sup>th</sup> and 10<sup>th</sup> graders and for newly arrived immigrant ninth graders. Teachers in the Freshman and Sophomore grade-level academies, established in 2010 and 2011 respectively, teach a common group of students. Teachers plan instruction and cross curricular units, meeting daily, and guidance counselors touch base as well. The Freshman English Language Learner Academy focuses on new arrivals to the United States or on students who have not been successful on the New York State English as a Second Language Achievement testing, honing in on English language skills needed for high school level content. As a result, improvements have occurred as measured by periodic assessment data.” (2011-2012 NYC Quality Review, Page 3, Indicator 1.3)

“Do parents feel that the school develops rigorous and meaningful academic goals that encourage students to their best?”

- “The school has set high expectations for my child.” (7.2)
  - “My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.” (7.3)
  - “This year, staff at my child’s school helped my child to select courses that he or she needs to graduate and succeed after graduating.” (7.1)
- (2011-2012 NYC School Survey Report, Page 4, Indicators 7.1, 7.2, & 7.3)

“These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.”

- “Which of the following improvements would you most like your school to make: more hands-on learning, more or better enrichment programs, more or better arts programs, more challenging courses?” (2011-2012 NYC School Survey Report, Page 7)

“These questions appeared on the survey but answers were not scored and did not affect the School Survey or Progress Report scores.”

- During this school year, have you taken or had a chance to take a class in the following subjects: Theater, Computer skills/Technology?”
- (2011-2012 NYC School Survey Report, Page 12)

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   2.2 School leader’s vision

  X   2.4 School leader’s use of resources

  X   2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

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

**By June 2013 Franklin Delano Roosevelt High School will expand the grade-level academies from the 9<sup>th</sup> and 10<sup>th</sup> grade, into the 11<sup>th</sup> and 12<sup>th</sup> grades, in doing so we will increase the electives offered in our new magnet programs to reflect college and career readiness.**

**(Note: This is not part of the USDOE Competitive Magnet Grant.)**

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) Time line for implementation.
- **An F-Status Assistant Principal is being funded through Tax Levy Blueprint funds to support content-area ELL instruction in the ELL strand of our grade-level academies. The F-Status Assistant Principal will conduct professional development workshops for teachers of ELL, General Education and Special Needs in developing successful ELL strategies, and curriculum. The F-Status Assistant Principal will also spend time in the classroom helping classroom teachers implement these ELL strategies, and work in collaboration with the ESL Assistant Principal to sustain the teaching strategies.**
- **Our goal is to improve learning for all students by providing consistent curriculum and assessment, common collaboration time for teachers, using student data derived from formative and summative assessments conducted in the classroom, Regents Examinations, Periodic, and Predictives to drive intervention and differentiated instruction, and utilizing grade-specific advisory as a means to support student achievement.**
- **We will annualize our 11<sup>th</sup> and 12<sup>th</sup> grades to the greatest extent possible like our 9<sup>th</sup> and 10<sup>th</sup> grade. Our belief is that by remaining with the same teachers for the whole year, learning is more personalized and that there are more opportunities for individualized support.**
- **Although receiving a Proficient in the area of Indicator 1.3 on the 2011-2012 NYC Quality Review, our school community believes that there is still great need for improvement in the alignment with the needs of our students to ensure that we meet the requirements of a Well-Developed on this indicator.**
- **Taking a close look at our latest NYC School Survey Report, indicators show that both parents and students expect high expectations in how the school develops rigorous and meaningful academic goals, and preparation for success in later grades or after graduating from high school. (2011-2012 NYC School Survey Report, Indicators 7.1, 7.2, & 7.3)**
- **We will increase the electives being offered in our new magnet programs (Note: This is not part of the USDOE Competitive Magnet Grant.) to reflect college and career readiness. All of these courses require the use of critical thinking skills, having the ability to work in a collaborative environment, being a part of industries that are rapidly growing, and a major part of society's new media. Obtaining these skills and knowledge, we believe will help our students achieve and be successful in the 21<sup>st</sup> Century and beyond.**
- **Our new programs will enhance effective instruction by teaching students how to:**
  1. **Work independently and with others to solve a variety of intellectual problems.**
  2. **Process information on multiple levels and in a variety of ways.**
  3. **Use tools and strategies to work on academic problems.**
  4. **Communicate understanding by multiple means.**
  5. **Monitor progress towards meeting personal goals.**
  6. **Make connections on what is learned today for themselves and to apply them to be successful in their post-high school and career lives, as well as being successful life-long learners.**
- **Our new programs will stress the importance of differentiation and assessment in the development, planning, and delivery of instruction to our students. The curricula of these programs will create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration.**
  1. **The learning tasks will always consider the students' strengths/weaknesses. Visual learners will have visual cues, auditory learners will have auditory cues, etc.**
  2. **Groupings of students will vary.**
  3. **Multiple intelligence levels will be taken into consideration as are the students learning and thinking styles.**

4. Lessons will be authentic to ensure that all students can make connections.
  5. Lessons will be project and problem-based in nature.
- Our new programs and electives being created through Focus/Priority funding include the following:
    - Literacy Through The Arts
      1. Foreign Films
      2. Dramaturgy
      3. New York City History Through The Arts
      4. Great Books/Rock and Roll
      5. Spoken Word
      6. Screen Writing
    - Global Business and Information Technology
      1. Online Magazine
      2. Chinese Language (Non-Natives)
      3. Graphic Design
      4. An Introduction To Law and Criminal Investigation
      5. Finance
      6. Multimedia Authoring
    - Science Technology Engineering And Math
      1. The Digital Classroom
      2. Introduction To Videography
      3. Video Editing
      4. Robotics
      5. Pathology
      6. Environmental Science
      7. Introduction To Science For English Language Learners (ELLs)
  - Focus/Priority funding will purchase the following equipment and supplies to facilitate the implementation of these electives.
    - 21 sets of 10 iPads (210 iPads) for the following courses: Spoken Word, Online Magazine and Finance. iPads will be used as cognitive tools for students to research and find learning materials and resources germane to their individual needs.
    - 3 Apple volume vouchers to purchase APPS that will allow us to effectively utilize iPads to their fullest potential while providing teachers and students with software for various subjects and curricula that are aligned to the Common Core curriculum.
    - 40 Mac books (this includes one for each teacher designing/teaching the courses) to enhance instruction in the Screen Writing course and The Digital Classroom. Mac books will be used in addition to classroom instruction to enhance the learning experiences of students, and provide hands-on, real-time learning activities.
    - 35 iMac Computers for Graphic Design Magnet course. iMac Computers will be used to address multiple learning styles, act as a conduit with content materials in new innovative, and meaningful 21<sup>st</sup> century ways.
    - 1 Class set (set of 34) of amateur Camcorders and 10 Professional Camcorders. Students of our photography and videography magnet courses will experience hands-on real-life experiences using tools (camcorders) necessary if seeking a career in these fields.
    - 1 Mac Pro Server for our Graphic Design course. Given the nature of this field of study there is a great need for a client server for

- management, storage, and data retention.
- 1 Lenovo Desktop for classroom per new program elective being created. Lenovo desktops in each of our magnet course classrooms will allow teachers of these courses to effectively bring technologically advanced instruction to their students. These computers will supplement already existing technology (Promethean Active Boards) in our classrooms.
- 7 iPad Storage/Charging Carts for 30 iPads per cart.
- **Supplies, textbooks, and educational software will include:**
  - Textbooks**
    - **Criminal Justice Today: An Introductory Text for the 21<sup>st</sup> Century (2 Class Sets; 70 Copies)**
    - **Environmental Science: Your World, Your Way (1 Class Set; 40 Copies)**
    - **Human Diseases: A Systematic Approach (1 Class Set; 43 Copies)**
    - **Gateway to Science: Textbook and Workbook Bundle (1 Class Set; 40 Copies)**
      1. **Gateway to Science: Lab Workbooks (1 Class Set; 34 Copies)**
      2. **Gateway to Science Audio CD's (1 Copy)**
      3. **Gateway to Science: Assessment Book (1 Copy)**
      4. **Gateway to Science: Teacher Resources CD (1 Copy)**
    - **Lew Hunter's Screenwriting: The Industry's Premier Teacher Reveals the Secrets of a Successful Screenplay (1 Class Set; 34 Copies)**
    - **Experiencing Chinese**
      1. **High School Student Book 1A (2 Class Sets; 70 Copies)**
      2. **High School Student Workbook 1A (2 Class Sets; 70 Copies)**
      3. **High School Student Book 1B (2 Class Sets; 70 Copies)**
      4. **High School Student Workbook 1B (2 Class Sets; 70 Copies)**
    - **Spoken Word Revolution: Slam, Hip-Hop & Poetry of a New Generation (1 Class Set; 36 Copies)**
    - **Ingram Screen Writing (1 Class Set; 34 Copies)**
    - **Dramaturgy**
      1. **Shakespeare for Students (1 Copy)**
      2. **Ghost Light: An Introductory Handbook (2 Class Sets; 60 Copies)**
      3. **The Art of Active Dramaturgy (2 Copies)**
      4. **Words at Play Creative Writing (2 Copies)**
    - **Digital Classroom**
      1. **Digital Citizenship in Schools (1 Copy)**
      2. **Guide to Texting, Facebook, and Social Media (1 Copy)**
      3. **What Every Student Need to Know About Online Reputation Management, Digital Citizenship, and Cyberbullying (2 Copies)**
    - **Textbooks being purchased are aligned to specific magnet course curriculums, will be mapped to the Common Core Learning Standards, and through teacher research a determination has been made that these books will meet the needs of our students.**
  - Software**
    - **Dell Marketing Software Products:**
      1. **Adobe Light Room - Will allow our Photography and Videography magnet course students the ability to edit movies.**
      2. **Adobe Creative Suite 6 Design Web Premium- Will allow our Photography and Videography magnet course students the ability to edit, create, and design web pages, and movies.**
  - Supplies/Equipment**
    - **Photography and Videography supplies including:**
      1. **Pearstone GLM-10 Omnidirectional Lavalier Microphone (Quantity-10)**

2. Pearstone Acrylic Dry Erase Clapboard with Colorsticks (Quantity-10)
  3. Pearstone Microfiber Cleaning Cloths (Quantity-34)
  4. Vidpro LED-36 Video Light Kit (Quantity-10)
  5. Vello CB-500 Dual Shoe Bracket for Tripods (Quantity-34)
  6. Canon BP-827 Lithium Ion Battery pack (Quantity-10)
  7. Bescor LED-70 Dimmable Video Light (Quantity-10)
  8. Magnus VT-400 Tripod system with Fluid (Quantity-10)
  9. Vello white Balance Card Set for Digital Photography (Quantity-10)
  10. Canon Battery Pack (Quantity-34)
  11. Time-O-Lite Darkroom Timer (Quantity-14)
  12. Ilford Filter Set (Quantity-14)
  13. Doran Omni Darkroom Safelight with Red Filter (Quantity-14)
  14. Doran enlarging Easel (Quantity-14)
  15. Impact 16 inch Beauty Dish Reflector (Quantity-2)
  16. Elko Modeling Lamp (Quantity-1)
  17. Accent Muslin Background Kit (Quantity-1)
- Spoken Word course supplies/equipment will include:
    1. V.I.O. HD\_Digital Video Helmet Camera will allow students to film and record prepared speeches for review, and to hone their speaking skills. (Quantity-2)
  - Online Magazine course supplies/ equipment will include:
    1. PowerShot A4000 Digital Camera will allow students to create, design, edit all materials for online projects created in class. (Quantity-7)
  - Pathology Science course will include supplies/equipment that will allow students to experiment and discover real-world experiences in the field of Pathology. Supplies/equipment and materials will include:
    1. Transdermal Drug Lab (Quantity-1)
    2. Exploring Disease Bacteria Basic Slide Set (Quantity-7)
    3. Microslide Set including Reference Booklet Sickle Cell Anemia (Quantity-1)
    4. Microslide Set Anemia including Reference Booklet (Quantity-1)
    5. Microslide Set Malaria including Reference Booklet (Quantity-2)
    6. Model Lung Kit (Quantity-1)
    7. Urinalysis Disease Identification Kit (Quantity-2)
    8. Microbe Scavenger Hunt Kit (Quantity-1)
    9. Middle Kidney Function Kit (Quantity-2)
    10. Blood Pressure Set including 1 stethoscope, 1 sphygmomanometer with adjustable cuff (Quantity-10)
    11. Teaching Stethoscope (Quantity-1)
    12. ABO-RH Blood Type Kit (Quantity-2)
    13. Microslide Kit including reference Booklet Tissues (Quantity-2)
    14. Skin Cancer Model (Quantity-1)
  - Environmental Science course will include supplies/equipment that will allow students to experiment and experience a first-hand account of the field of environmental science. Supplies/equipment and materials will include:
    1. Environmental Issues and Solutions Program 1 Kit; Issues air, water, ecosystems, energy, and biodiversity (Quantity-1)
    2. World Relief Map: Time Zones (Quantity-9)
    3. Perfect Pellet-Replica Owl Pellets (Quantity-1)
    4. Natural Selection Simulation Kit-Moth Population (Quantity-1)

- 5. Terraria Class Set (Quantity-1)**
- Intelitek Robotic Supplies will augment the school's Robotic course through a highly relevant provision of industrial toolkits, enabling our students to create 21<sup>st</sup> century solutions to real-world problems. Supplies/equipment and materials will include:
    1. Robotics Design System Kit-20 Students (Quantity-1)
  - Introduction to Science for English Language-Learners course will include supplies/equipment and materials that will immerse our schools ELL population (43%) into hands-on applications to real-world science issues. Supplies/equipment and supplies will include:
    1. Interactive Science Module 6: Ecology and the Environment Equipment Kit (Quantity-1)
    2. Interactive Science Module 7: Cells and Heredity Equipment Kit (Quantity-1)
    3. Interactive Science Module 8: Diversity and Life Equipment Kit (Quantity-1)
    4. Language Central for Life Science 10 Student Edition Kit (Quantity-4)
  - Graphic Design course will include supplies/equipment and materials designed to give students taking the course hands-on experiences in the growing and popular field of graphic design. Supplies/equipment and materials will include:
    1. Prismacolor Premier Turquoise Pencils Popular Pencil for Artists (Quantity-40)
    2. Dap Blue Stik Reusable Adhesive Putty for Hanging Artwork (Quantity-20)
    3. Prang Colored Pencils Sets of 12 Assorted Colors (Quantity-20)
    4. Safe T Inch and Metric Calibrated Rule Compass (Quantity-10)
    5. School Smart Wooden Ruler Inch and Metric (Quantity-40)
  - Dramatugy course is the art of dramatic composition and the representation of the main elements of drama on the stage. Dramaturgy is a distinct practice separate from play writing and directing, although a single individual may perform any combination of the three. Some dramatists combine writing and dramaturgy when creating a drama. Supplies/equipment and materials will include items that will enhance our students experiences in this area of study. They will include:
    1. School Smart Heavyweight Construction Paper (Quantity-10)
    2. Crayola Classic Fine Markers Sets of 8 (Quantity-20)
    3. Crayola conical tip Markers Set of 12 (Quantity-15)
    4. Astrobrights Self-Stick Easel Paper Set of 24 (Quantity-10)
    5. School Smart Two Tone Reversible Colored File Folders 12 pack (Quantity-4)
    6. Oxford Heavy Duty 2-Pocket Folders 25 Pack (Quantity-1)
  - Videos, CD's and DVD's will be used for our courses to enrich and enhance classroom instruction. Videos, CD's and DVD's will include:
    1. Introduction to Foreign Films (All will be in the quantity of 1)  
The Seven Samurai , Ringu, Departures, Gojira, Akira Kurosawa's Dreams, Sao War, Raise the Red Lantern, Beijing Bicycle, Tees Maar Khan-India Comedy, Life of Pi, Insomnia-Norwegian Film, Seventh Seal, Kolya, Pan's Labyrinth, Metropolis-Silent Film, Nosfertau, Wings of Desire-German Film, Run Lola Run-German Film, Life is Beautiful, The Bicycle Thief, Amelie, Persepolis-French Film, La Haine-French Film, Crouching Tiger: Hidden Dragon
    2. Chinese Language (All will be in the quantity of 1)  
Little Pim 6-Pack Volume 1 & 2 Easy and Fun Way to Learn Chinese, The Road Home, Going to School With Father on My Back
    3. Great Books/Rock and Roll (All will be in the quantity of 1)  
Jimi Hendrix, Chicano Rock, This is Elvis, James Brown Soul Survivor, Saturday Night Fever, Ray, The Beach Boys
- All supplies and equipment is being purchased after consultation with the teachers who are designing the curricula for the elective courses.
  - All curricula being created must include a calendar of lessons, curriculum maps, samples of activities and enrichment exercises, and

examples of classroom assessments. All curricula is being developed this year for to be rolled out during the 2013-2014 School Year.

- All teachers developing the curricula must present their completed work to a committee for review including but not limited to the following: the Principal, subject-specific Assistant Principal's, UFT Professional Developer, outside professional development consultants (example: A.U.S.S.I.E.), and other teaching colleagues.
- All teachers writing curricula for courses will be allotted 50 hours per session for their work. (20 teachers in total x 50 hours apiece)
- Secretaries will be paid per session for entering teacher per session hours and completing purchase orders. ( 2 secretaries x 50 hours per session apiece)
- We will program common planning time for teachers who share the same students across the curriculum. Common planning time will provide more opportunities for interdisciplinary approaches to the curriculum, as well as provide for stronger relationships with teachers and students. For the most part students in the grade-level academies all have the same lunch periods. Teachers therefore who teach these students meet together during this period of time, at least three times per week.
- Teacher's will have the ability to order books and materials they wish to use in their classes, technology (Promethean Boards, computers, etc.) will be made available to them , and professional development choices being teacher-centered.
- Continue our Friday Collaborative Teacher Inquiry Program which is organized by Grade-Level Academies. Through a yearly School-Based Option vote (SBO) teachers meet for a period of one hour every Friday afternoon in teacher inquiry groups. Since we are a multi-session school, teachers on early session meet from 1:28-2:28 PM, and teachers on late session meet from 2:54-3:54 PM.
- Successful project-based learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities will be designed to answer a question or solve a problem. In order to ensure proficiency in the core subject areas while ensuring students are meaningfully engaged, coursework will be interdisciplinary in nature and framed around the project. The project-based learning will focus less on remediation of basic skills to an alignment of instruction to the Common Core State Learning Standards. The themes of project-based learning at our new school will focus on teaching our students 21<sup>st</sup> Century Skills, as well as content. These skills will include communication and presentation skills, organization and time management skills, self-assessment and reflection skills, Group participation and leadership skills, all with a focus on literacy since our school's population is more than 40% ELLs. Consequently, many of our electives (Multimedia Authoring, Video Editing, Robotics, Online Magazine) all align to our philosophy and will act as a means by which students access specific content using innovative learning experiences.
- An F-Status Data Specialist has partnered with the school to track and monitor data (Regents passing rates, credit accumulation, progress towards graduation) that will advise us on how to use this data to drive instruction. The F-Status Data Specialist will work closely with our Assistant Principal Guidance and Assistant Principal Testing in analyzing data to better guide programming and testing decisions. The F-Status Data Specialist will also work with teachers in the use of data to help guide their instruction in the classroom.
- Our school continually works with our Children's First Network (CFN405) to provide professional development and support services for our school's 4 grade-level academies:
  - CFN 405's professional development with the school will include but not limited to:
    - Integrated co-teaching professional development
    - Integrating the Common Core Standards into instruction
    - ELL Strategies and methodologies
    - SESIS and support for our Special Needs student population, as well as IEP writing and implementation.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Other-describe here: **Tax Levy Blueprint funds allowed us to:**

- **Create per session funding for teachers to conduct grade-level parent assemblies; for teachers to conduct grade-level study halls to supplement classroom instruction.**
- **Create OTPS line to purchase supplies to support profit-based learning and teacher self-made textbooks, Academy trips to support classroom room instruction.**
- **Focus and Priority funding will be used to purchase equipment, educational software, and supplies for electives being created for our new magnet programs to increase college and career readiness. (Note: This is not part of the USDOE Competitive Magnet Grant.)**
- **Focus and Priority allocations will be used to fund the development of curricula for the new magnet programs. (Note: This is not part of the USDOE Competitive Magnet Grant.) Teachers will be paid per session for the curricula development. (20 Teachers in total times 50 hours each)**
- **Focus and Priority allocations will be used to fund secretaries to enter payroll and process purchase orders. ( 2 Secretaries in total time 50 hours per session each)**
- **An F-Status Assistant Principal is being funded through Tax Levy Blueprint funds to support content-area ELL instruction.**
- **An F-Status Data Specialist is being funded through Tax Levy Blueprint funds to track and monitor data that will advise the school on how to use data-driven instruction.**

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **An F-Status Assistant Principal is being funded through Tax Levy Blueprint funds to support content-area ELL instruction.**
- **An F-Status Data Specialist is being funded through Tax Levy Blueprint funds to track and monitor data that will advise the school on how to use data-driven instruction.**
- **The school will work with our Children's First Network (CFN 405) to provide professional development and support services for our school. Services include:**
  - **Integrated co-teaching professional development**
  - **Integrating the Common Core Learning Standards into instruction**
  - **ELL strategies and methodologies**
  - **SEGIS and support for our Special Needs student population, as well as IEP writing and implementation**
  - **Guidance and development of the Chancellor's yearly instructional expectations**
- **Focus and Priority allocations will be used to purchase equipment and supplies for electives being created for our new magnet programs to increase college and career readiness. (Note: This is not part of the USDOE Competitive Magnet Grant.)**
- **Focus and Priority allocations will be used to fund the development of curricula for the new magnet programs. Teachers will be paid per session for the curricula development. Secretaries will be paid to enter payroll and process purchase orders. (Note: This is not part of the USDOE Competitive Magnet Grant.)**
- **Tax Levy and Blueprint allocations will be used for teachers to conduct grade-level parent assemblies; for teachers to conduct grade-level study halls to supplement classroom instruction.**
- **OTPS allocations will be used to purchase supplies to support project-based learning and teacher self-made textbooks, and Academy trips to support classroom instruction.**

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Teachers from some departments set goals for students based on scholarship reports and/or Regents data to support their efforts to raise scores on Regents tests. In order to gain insight and to provide additional information in setting goals, math teachers ask students to set their own goals at the start of the semester. Despite the voluminous information including item skills analysis of various assessments, teachers, in many cases, do not set goals for students based on this data. Students, therefore, do not consistently have differentiated goals at this time, limiting the ability of teachers to meet their specific learning.” (2011-2012 NYC Quality Review, Page 5-6, Indicator 3.2)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   3.2 Enacted curriculum

  X   3.4 Teacher collaboration

  X   3.3 Units and lesson plans

  X   3.5 Use of data and action planning

### **Annual Goal #2**

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

**By June 2013, students at Franklin Delano Roosevelt High School will experience eight Common Core-aligned units of study, two in Mathematics, two in ELA, two in Social Studies, and two in Science, which will allow our student population to experience college equivalent learning experiences.**

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- **Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:**
  - 1. In Mathematics, students will be required to attain the skills of fluency, application, and conceptual understanding of the subject.**
  - 2. In ELA, Social Studies, and Science, students will be required to ground reading, writing, and be able to discuss evidence from text.**

**The development of these common core-aligned tasks will allow for greater teacher participation in a professional development community that will include their engagement in grade-level based collaborative inquiry work, participation as teacher leaders, and to increase the leadership opportunities within the school. All Common Core-aligned units in each subject area will include changes being made in standardized examinations**

(Regents) to represent the new Common Core Learning requirements.

**I. Mathematics**

- Create a unit outline for the Integrated Algebra Curriculum based on solving equations/Unit 1B of the Common Core). There will be at least one assessment. The unit will be based on mathematical principles of teaching and the content itself.
- Create a unit outline for the Integrated Algebra curriculum based on the Operations with Radicals (Unit 4A of the Common Core). There will be at least one assessment. The unit will be based on mathematical principles of teaching and the content itself.

Each outline will contain:

1. A unit overview
  2. Task details
  3. Table of contents
  4. Initial assessment or
  5. Formative Assessment
  6. Final Performance Task
  7. Rubric
  8. Learning Plan and Activities.
- The Mathematics Department will strengthen the common language and understanding of what quality teaching looks like under the Common Core by deepening the teacher’s comprehension of the following indicators:
    1. Designing coherent instruction
    2. Using questioning and discussion techniques
    3. Using assessment in instruction

Through formative classroom observations by school leaders, teachers will be provided with formative feedback and professional development to help improve practice in the above competencies.

**II. ELA**

- The focus of the English Department’s work this year is to help students to independently analyze grade-level texts, both orally and in writing.
- English teachers will align two units each term with the Common Core Standards. The culminating task for at least one unit in the fall term will be an argument-based essay in which students analyze grade-level informational text (Reading Informational Text Standards 1 and 10; Writing Standard 1). The culminating task for at least one unit in the spring term will be a collaborative discussion in which students analyze grade-level informational and/or literacy text (Speaking and Listening Standard 1 and Language Standard 6). Teachers will create Common-Core units in the following areas:
  1. Grade 9: Literary genres
  2. Grade 10: World Literature
  3. Grade 11: American Literature
  4. Grade 12: European Literature
- Teachers will administer a baseline assessment to all students in early October, and will monitor the progress of their students throughout the term. Grade-level inquiry teams will study the work products of target population students in depth, and will develop strategies that teachers

can use with all of their students.

### III. Science

- The Science Department will ensure that instruction in each course is aligned with the Common Core by designing and implementing activities that incorporate reading and writing literacy into all grades of the following science disciplines: Living Environment, Chemistry, Physics, Forensics, and Psychology.
- Students will be required to meet the grade-specific reading and writing standards for literacy in Science. By the end of each grade span, students will be required to attain the ten reading standards for literacy in Science and technical subjects as outlined for students exiting grades 9-10 and students exiting grades 11-12. In order to achieve the above-mentioned, the Science Department will implement two literacy goals for the school year.
  - For the fall semester of 2012, the Science Department will administer to all students in each grade level, a common pre-assessment performance task which would be assessed using a Common Core rubric distributed to students. From the grading of this performance task, two literacy weaknesses would be identified for which a Common Core literacy intervention will be designed and taught. At the end of the intervention period, students would be given a rubric for a performance task which would be administered to evaluate their progress towards remediation of the identified literacy weaknesses. A determination will be made to either continue remediation of the current literacy task or to identify and remediate a new literacy task.
  - For the spring semester 2013, a second cycle of a literacy task will be implemented based on procedures of the fall semester.

### IV. Social Studies

- The Social Studies Department will take action to make certain that instruction in each course is aligned with the Common Core State Standards. Our goal is to design and to implement unit tasks that infuse reading and writing literacy into each course. Tasks will reflect a continuum of specificity, as students move from one grade level to another. In terms of reading, students will learn to read complex material, to identify the author's purpose, to cite specific textual evidence, to analyze and to evaluate visual, quantitative and technical material, to integrate and to evaluate multiple sources, to synthesize information, and to read and to comprehend complicated historical texts and documents. In terms of writing, students will learn to maintain a formal style, to write arguments, to introduce and to develop claims and counterclaims, to link major sections of text, to site and to explore evidence, to use evidence to support the arguments developed, and to provide concluding statements that support the arguments presented.

In order to accomplish this, the department will do the following:

- Design common pre-assessments to be given to each student at each grade level
- Assess student reading and writing ability based on selected CCSS, including RH 1, 22, 6, 8 and WH 1 a-e. The pre-assessment will take the form of a reading and writing performance task.
- The pre-assessment will be graded using a CCSS rubric
- Teachers will distribute rubrics to students
- Based on the rubric score, each student, with the assistance of a teacher, will identify 2-3 literacy weaknesses and focus on strengthening those weaknesses, during the course of the year

- A CCSS literacy task will be developed and taught
- A performance task will be completed by students and graded on a rubric
- Students again will be given the rubric
- Evaluations will be made and progress will be determined
- Students will either continue with initial goals, or create new goals
- During the Spring of 2013 a second literacy task will be developed and taught
- A second performance task will be completed and graded using a rubric based on the CCSS
- Students and teachers will again assess progress toward goals, to determine student strengths and weaknesses going forward.

The following is objective evidence that will be used throughout the year to evaluate progress towards meeting the goal.

- Teacher-developed units of study aligned to the Common Core, including tasks, activities, and rubrics will be created.
- In Mathematics, students will complete tasks that require fluency, application, and conceptual understanding.
- In ELA, Social Studies, and Science, students will be required to ground reading, writing, and discussion of evidence from text.
- Student work samples will be used as evidence to measure student progress. Mastering of the standards over time will be judged by success students have on standardized examinations, especially the Regents Examination that will reflect the Common Core State Standards aligned curricula.
- A continuous circle of inquiry will take place where Inquiry Teams of teachers will meet and look closely at student work to make future instructional adjustments, while preserving the integrity of the Common Core Standards.
- Common Core-aligned curricula will include multiple entry points for all school learners including Students with Disabilities and English Language Learners.
- The school has partnered with A.U.S.S.I.E.'s Professional Developers funded by Tax Levy Blueprint funding for on-site support to help facilitate the implementation of the Common Core Standards, create more effective curriculum mapping, and increase the use of facilitated inter-visitations. Two representatives from A.U.S.S.I.E. work with us each Friday during our Teacher Inquiry time.
- The school has partnered with Educational Consultant, Brienza Academic Advantage who will deliver small group instruction to selected students at F.D.R. High School. The program will begin in the Spring Term 2013 and run through June 2013. Brienza will help students prepare for standardized examinations which will reflect the new Common Core Learning Standards. Small group instructional strategies will be research-based to meet the needs of various students.
- Teachers for the program will be F.D.R. faculty members. Brienza Academic Advantage will interview each applicant, and will determine which applicants are hired. Brienza will be responsible for the supervision of the program.
- This Brienza Academic Advantage program will take place for 10 consecutive Saturday's. Each of the 10 Saturday's will run for 3 hours in length.
- Brienza will interview and hire 10 teachers from the FDR staff along with 2 substitutes to work the above Saturday program.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants   

Other-describe here:  
Tax Levy Blueprint –Title 1(SWP) set aside, funding will be used for teacher curriculum writing and development, staff

development provided by an outside consultant (A.U.S.S.I.E.) to facilitate the implementation of the Common Core Standards and provide coverage for teachers to work during their prep periods to complete this endeavor.

- Priority/Focus allocations will allow the school to partner with Educational Consultant, Brienza Academic Advantage, who will deliver small group instruction to selected students at F.D.R. High School. The program will begin in the Spring Term 2013 and run through June 2013. Brienza will help students prepare for standardized examinations which will reflect the new Common Core Learning Standards. Small group instructional strategies will be research-based to meet the needs of various students. Teachers for the program will be F.D.R. faculty members. Brienza Academic Advantage will interview each applicant, and will determine which applicants are hired. Brienza will be responsible for the supervision of the program. This Brienza Academic Advantage program will for 10 consecutive Saturday's. Each of the 10 Saturday's will run for 3 hours in length.
- Brienza will interview and hire 10 teachers from the FDR staff along with 2 substitutes to work the above Saturday program.
- Title 1 funding will support a full-time UFT Professional Developer who will be on staff to provide embedded professional development to FDR staff including a model classroom on an ongoing basis.

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **A full-time UFT Professional Developer funded by Title 1 will be on staff to provide embedded professional development to FDR staff including a**

model classroom on an ongoing basis in all of the following areas:

- Curriculum Mapping
  - Integrated Co-Teaching
  - Common Core Standards
  - Technology
  - ELL Strategies Methodologies
  - SESIS
  - Differentiated Instruction
  - Alternative Assessments
  - Learning Styles
  - Inquiry Teams
  - Data-Driven Instruction
- A.U.S.S.I.E. an outside consultant will be funded by Tax Levy Blueprint funding to facilitate the implementation of the Common Core Learning Standards and the Chancellor's Instructional Expectations.
  - Priority/Focus allocations will allow the school to partner with Educational Consultant, Brienza Academic Advantage, who will deliver small group instruction to selected students at F.D.R. High School. The program will begin in the Spring Term 2013 and run through June 2013. Brienza will help students prepare for standardized examinations which will reflect the new Common Core Learning Standards. Small group instructional strategies will be research-based to meet the needs of various students. Teachers for the program will be F.D.R. faculty members. Brienza Academic Advantage will interview each applicant, and will determine which applicants are hired. Brienza will be responsible for the supervision of the program. This Brienza Academic Advantage program will run for 10 consecutive Saturday's. Each of the 10 Saturday's will run for 3 hours in length.
  - Brienza will interview and hire 10 teachers from the FDR staff along with 2 substitutes to work the above Saturday program.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Professional development and the short, frequent cycles of observation around questioning and facilitating student discussion have been a major focus. Teachers are increasingly using Promethean Boards in Math classrooms with students using boards to model their thinking. However, the questioning and discussion viewed during some classroom visits was mostly at the recall level and teacher dominated. Thus, in some instances, students are missing the opportunity to have their thinking stretched to reach higher levels of cognitive challenge.” (NYC 2011-2012 Quality Review, Page 6, Indicator 1.2)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   4.2 Instructional Practices and strategies

  X   4.4 Classroom environment and culture

  X   4.3 Comprehensive plans for teaching

  X   4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

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

**By June 2013, Franklin Delano Roosevelt High School will create a shared understanding of teacher effectiveness resulting from 100% of teachers being observed as part of targeted, short cycles of observation focused on planning, questioning and discussion, and assessment.**

#### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- **The Principal and Assistant Principals will continue to set up and conduct frequent cycles, of informal, formal observations for each teacher with our continued use of a researched-based rubric for teacher effectiveness that will articulate clear expectations and provide meaningful feedback for teacher practice, by June 2013. Observations will be conducted by Assistant Principal’s of each specific subject area. The Principal will observe and work with probationary and tenured teachers. Title 1 and Tax Levy funding sources will be used to fund Assistant Principal’s as they conduct their teacher evaluations.**
- **Title 1 will also be used to fund a UFT Professional Developer in providing support to teachers in this goal of improving teacher effectiveness.**
- **Both informal/formal observations will utilize a research- based rubric on the following competencies:**

**Indicators**

**Outcomes**

- |                                     |   |
|-------------------------------------|---|
| <b>1. Planning and Preparation</b>  | <b>- Designing Coherent instruction</b>   |
| <b>2. The Classroom Environment</b> | <b>- Establishing a Culture for Learning</b><br><b>- Managing Classroom Procedures</b>  |
| <b>3. Instruction</b>               | <b>-Using Questioning and Discussion</b><br><b>- Engaging Students in Learning</b><br><b>-Using Assessment in Instruction</b> |

- **Franklin Delano Roosevelt High School will collaborate with Children’s First network (CFN 405) to engage in a minimum of two cycles of the NYC Department of Education’s Teacher Effectiveness series as a means of strengthening our common understanding of instructional excellence and providing a foundation for our ongoing work in elevating the quality of teaching throughout our school. Our aim, therefore, is to align our existing frequent cycles of observation with the three competencies used by the Office of Teacher Effectiveness (OTE) and to provide targeted professional development to support improved teacher practice in the following areas:**
  - **Designing Coherent Instruction**
  - **Using Questioning and Discussion**
  - **Using Assessment in Instruction**

**The initial participation in the OTE cycle will enable our teachers (and teacher teams) to develop independent opportunities for reflection, leadership growth, and evaluation of their classroom practices. In preparation for this work, we are developing a shared understanding of the research-based framework and utilizing our Teacher Inquiry Team infrastructure to precipitate discussions that will engender a deepening of our understanding of the framework and extending our shared language.**

- **Professional Development will be provided that implements a coherent plan for teachers that integrates the selected components of this research-based rubric.**
- **Use a shared understanding of the teacher-effectiveness rubric to identify areas on which to focus and actively pursue professional growth.**
- **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.**
  - 1. Analyze student work to adjust teaching practice and instructional planning.**
  - 2. Plan Common Core aligned units to gain familiarity with key instructional practices.**
  - 3. Plan for shifts in instruction.**

**4. Deepen their understanding of the rubric.**

- **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 look closely at the framework for teacher effectiveness and determine where they fall in the competency levels.**

**The objective evidence used throughout the year to evaluate progress towards meeting this goal will consist of the following:**

- **Frequent school leader meetings will be held to fully understand and implement the Teacher Effectiveness Framework for learning, and to insure it meets with the overall goals and objectives of our school and its improvement.**
- **Through post-observations and frequent feedback from these observations, teachers will be able to reflect upon their teaching and impact on student learning.**
- **Teacher Inquiry spaces will be monitored to evaluate the progress and successes of inquiry work.**
- **The measure of teacher effectiveness will be:**
  1. **The progress teachers make in rising into and maintaining their teaching in the high ends of the Teacher Effectiveness Competency levels.**
  2. **The rigorous instruction associated with teacher effectiveness is driving students to perform at higher levels as evidenced on classroom examinations, credit accumulation, and ultimately the graduation rate.**
- **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. Teachers and observer will closely look at the framework for teacher effectiveness and determine where they fall in the Danielson competency levels.**
- **The school will work with its UFT Professional Developer that will provide workshops that support teacher effectiveness. Topics included in the workshops will include but are not limited to:**
  - **Integrated co-teaching**
  - **Common Core Standards**
  - **Curriculum mapping**
  - **Technology**
  - **ELL Strategies & Methodologies**
  - **SE SIS**
  - **Differentiated Instruction**
  - **Alternative Assessment**
  - **Behavior Management**
  - **Learning styles**
  - **Inquiry Teams**
  - **Data-driven instruction**
  - **Working with paraprofessionals**
  - **IEP writing and implementation**

- **Transition**

- **Tax Levy funding sources will be used to fund Assistant Principal's as they conduct their teacher evaluations. Title 1(SWP) will be used to fund a UFT Professional Developer in providing support to teachers in this goal of teacher effectiveness**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants

- **Tax Levy funding sources will be used to fund Assistant Principal's as they conduct their teacher evaluations.**
- **Title 1(SWP) will use to fund a UFT Professional Developer in providing support to teachers in this goal of teacher effectiveness**
- **Tax Levy (Fair Student Funding) will provide for a full-time IT Specialist to upgrade, monitor, and service the myriad of technology being utilized in the school.**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **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 outcomes will be discussed. Together with the teacher alternative actions and their success will be discussed. Teacher reflection and/or self-assessment will be based on evidence that is gathered during lesson observations. Teachers and observer will closely look at the rubric for teacher effectiveness and determine where they fall in the rubric's competency levels.**
- **The UFT Professional Developer will provide a model classroom and conduct workshops that support teacher effectiveness. Topics in the workshops will include but are not limited to:**
  - **Integrated co-teaching**
  - **Common Core Learning Standards**
  - **Curriculum mapping**
  - **Technology**
  - **ELL strategies and methodologies**
  - **SEGIS**

- **Differentiated Instruction**
- **Alternate Assessment**
- **Behavior management**
- **Learning styles**
- **Inquiry Teams**
- **Data-driven instruction**
- **Working with paraprofessionals**
- **IEP writing and implementation**
- **Transition**
- **Formal collaboration and professional development between our school and Children's First Network (CFN 405) will continue around teacher effectiveness. This will build off the professional development already worked on with the school and CFN 405 already conducted as part of the Transformation/Turnaround work engaged in last year to help teachers in their understanding of the teacher effectiveness framework.**
- **Tax Levy (Fair Student Funding) will provide for a full-time IT Specialist to upgrade, monitor, and service the myriad of technology being utilized in the school.**



system and advocate on their behalf with school personnel by providing interpretation and translation services, consultation and other supportive services to families on an as needed basis. To reduce dropout rates, increase attendance rates and help raise academic grades of the students, and to foster communication between the participants, the school and the Program Coordinator will secure consent from participating families to obtain a copy of all correspondences from the school. This will enable the Program Coordinator to gather and track data such as student report cards, truancy letters or other school-related correspondences. By working with the school's Principal, Teachers, Parent Coordinator, Guidance Counselors, and other program staff members to develop a close working relationship and to gain their support, the program coordinator will inform, remind, and enroll parents in the program's educational workshop and also notify parents when there are academic, attendance, or truancy concerns that should be brought to a family's immediate attention.

- **Educational Workshops and Mentoring:**

CPC will provide educational workshops designed to teach ELL students and their parents about school rules relating to attendance, academics, and other requirements for high school graduation and college entry. Through the workshops, parents and students will be able to understand American culture and help them adjust to their new environment and school.

- **Collaborate with CPC Project Gateway:**

For juniors and seniors at F.D.R. High School who may soon be attending college, students will be referred to Project Gateway, a program dedicated to guiding students to selecting and applying to the colleges of their choice. The program provides students with individualized counseling, assistance with college applications, and financial aid, and an opportunity to visit various college campuses through college trips.

- **Collaborate with Work Force Development:**

For families seeking ESL classes to improve their English language skills or seeking employment training and placement, CPC Work Force Development provides adult literacy classes to teach English and a host of jobs readiness workshops, trainings, follow-up and placement services.

- **Additional Youth Services:**

For parents seeking additional youth related activities and programming, CPC Youth Services provides dynamic educational, vocational, and recreational programs, including a multitude of after-school programs, Beacon programs and community volunteering work throughout the City helping students to expand their choices in community involvement.

- **Access Services:**

CPC will address the family's needs for social, employment, and educational services such as ESOL classes, directly or through internal and external referrals. CPC's Multi-Social Services Center (MSS) will provide medical, housing, education, legal and general social services information, as well as referrals to community services providers. Information about government entitlements programs, such as Fair Housing, Food Stamp Programs, Child Health Plus, and Family Health Plus will also be available.

- **The Chinese-American Planning Council will also sponsor the following student activities at Franklin D. Roosevelt High School:**

- Chinese Movie Club—1 day per week
- Personal Finance in Chinese—1 day per week
- Chinese Cultural Club—1 day per week
- Robotics Club—2 days per week
- Anime/Graphic Design—2 days per week
- Mathematics Technology—1 day per week
- Homework Help—1 day per week
- Multi-Cultural Festival—Spring Term 2013 (4-days per week)

- **Chinese New Year (Tentatively planned for the Fall 2013/2014 school year)**

- **The Chinese –American Planning Council will provide 1 Program Director, 1 Educational Consultant, and 1 Program Aide that will be on site Monday’s-Thursday’s during the hours of the programs operation.**
- **Teachers from our school will be activity advisors. Compensation for their work will be funded directly by the Chinese-American Planning Council.**
- **The grant will allow the Chinese-American Planning Council to hire one Assistant Principal from our school to serve as a facilitator between our school and their organization.**

**Budget and resource alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Other-describe here: **The Chinese-American Planning Council has secured a grant to work with the school from the Department of Youth and County Development. The grant secured by the Chinese-American Planning Council will fully fund their services.**

- Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).’
- **The Chinese-American Planning Council has partnered with the school to help meet the needs of our schools Asian student population and their parents. The Chinese-American Planning Council is in the school four days per week (Monday-Thursday) from 4:15 PM to 6:15 PM.**
- **The Chinese –American Planning Council will provide 1 Program Director, 1 Educational Consultant, and 1 Program Aide that will be on site Monday’s-Thursday’s during the hours of the programs operation.**
- **Teachers from our school will be activity advisors. Compensation for their work will be funded directly by the Chinese-American Planning Council.**
- **The grant will allow the Chinese-American Planning Council to hire one Assistant Principal from our school to serve as a facilitator between our school and their organization.**


**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Parents stated that they serve as partners on the School Leadership Team, sharing in the decision to install cameras next school year to assist with ensuring safety in this non-scanning school. Parents though do not have regular opportunities beyond this to participate in school decision-making.”(NYC 2011-2012 Quality Review, Pages 6-7, Indicator 2.4)

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

X 6.2 Welcoming environment

X 6.4 Partnerships and responsibility

X 6.3 Reciprocal communication

X 6.5. Use of data and families

**Annual Goal #5**

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

**By June 2013, Franklin Delano Roosevelt High School will increase the opportunities for parents to become involved in school decision making by focusing on the key areas of:**

- **Student Learning**
- **Communication**
- **Responsibility**
- **Volunteering**
- **Community**
- **Collaboration**
- 

**This will result in the increase in parental participation at PTA Meetings by 5%.**

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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) Time line for implementation.
- **Pupilpath- An online school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning will be used by all teachers in the school. A school-wide use of Pupilpath will be implemented for the 2012-2013 school year.**
- **The Chinese-American Planning Council will partner with the school through the auspices of a grant awarded to the Chinese-American Planning Council from the Department of Youth and County Development to help meet the needs of our Asian student population and their parents. The Chinese-American Planning Council will be at our school Monday through Thursday from 10:00 AM to 6:00 PM daily. Among their approaches to encourage parental involvement are:**
  - **Convening meetings between parents and the school to foster positive relationships and empower parents to become part of the decision making in their children's education.**
  - **Provide translation services**
  - **Assist parents in navigation of the school system.**
  - **Continually create a warm welcoming environment for parents. Spear-heading this initiative is the school's Parent Coordinator.**
  - **Parental workshops on the use of computers.**
  - **Workshops on navigating Pupilpath.**
  - **With the collaboration of the Parent Coordinator and ESL/Foreign Language Assistant Principal, ESL classes are being offered in our Evening Parent Academy.**
  - **A monthly parent newsletter is posted on the school website**
  - **Phone-Master messages go out to parents in different language to inform parents of school events and upcoming important school dates.**
  - **A Parent Outreach Program funded by Title 1(SWP) is in place on Tuesdays and Thursdays from 5:00 PM to 7:00 PM to answer any parental question or issue. It is staffed by an Assistant Principal and two Guidance Counselors. The Guidance counselor's alternate evenings to provide counseling services in various native languages (Russian, Chinese, Spanish, and English)**
  - **The Parent Coordinator funded through Tax Levy (Fair Student Funding) works with the school's medical office as a liaison with parents to keep them up to date with immunizations and medical issues. The Parent Coordinator also works with school personnel in assisting families in completing lunch forms for students.**
  - **Teachers convene grade-level parent assemblies funded by Tax Levy Blueprint monies during the school year keep parents informed of specific needs in grade-levels.**
  - **To foster further development of a partnership between our school and parents, we will be hosting an Open House Evening for all incoming 9<sup>th</sup> Graders and their parents. All school constituents, including Teachers, Assistant Principal's, Guidance Counselors, Team Coaches, and**

Club Advisors will be present and participate. Events included for this Open House Evening include: welcoming remarks by the Principal and Assistant Principal's, tables for each subject discipline displaying department offerings, team and club demonstrations, Guidance Counselor workshops familiarizing parents and students with school requirements, a guided tour of our school building. Refreshments will be served at the Open House Evening.

- Priority/Focus funding will be used to facilitate and fund the Open House Evening.

1. 25 Teachers will participate x 8 hours per session each.
2. 10 Assistant Principal's will participate x 8 hours per session each.
3. 12 Guidance Counselors will participate x 8 hours per session each.
4. Many parents work late and cannot prepare dinner, so refreshments will be served.

- Tax Levy Blueprint funding will be used to facilitate the creation of funds to purchase Pupilpath, (educational software) for all Franklin D. Roosevelt teachers.
- Priority/Focus allocations will be used to continue to address our schools goal for college and career-readiness. It will also add a parent engagement piece in achieving this goal. The school will purchase the following software for our College Office to drive this goal:

- Centris Group- is software which allows our students in grades 9-12 to enter the Centris Group website. The website will allow our students the ability to explore careers that they would be interested in, learn how to prepare and submit college and career resumes, search for colleges of interest, and apply for scholarships. Parents can log on to the website with a password obtainable through the school that will allow them to help their children make these important college and career decisions.
- Docufide- is a software which will allow the school to digitally send student transcript information directly to colleges that students have applied to. Students and parents will have the ability to review all information before the school digitally sends it to colleges through the Docufide program.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Other-describe here:

- Tax Levy Blueprint funding will be used to purchase Pupilpath, (educational software)
- The Chinese-American Planning Council has secured a grant to work with the school from the Department of Youth and County Development.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     • Tax Levy Blueprint funds will be used for

our grade-level academies as well.

- Tax Levy Parent Coordinator funds will be utilized.
- Title 1 (SWP) funds will be used for our evening Parent Outreach Program assistant principal and guidance counselor.
- Priority/Focus allocations will be used to continue to address our schools goal for college and career-readiness. It will also add a parent engagement piece in achieving this goal. The school will purchase the following software for our College Office to drive this engagement:
  - Centris Group- is software which allows our students in grades 9-12 to enter the Centris Group website. The website will allow our students the ability to explore careers that they would be interested in, learn how to prepare and submit college and career resumes, search for colleges of interest, and apply for scholarships. Parents can log on to the website with a password obtainable through the school that will allow them to help their children make these important college and career decisions.
  - Docufide- is software which will allow the school to digitally send student transcript information directly to colleges that students have applied to. Students and parents will have the ability to review all information before the school digitally sends it to colleges through the Docufide program.
- Priority/Focus funding will be used to facilitate and fund the Open House Evening.

- 25 Teachers will participate x 8 hours per session each.
  1. 10 Assistant Principal's will participate x 8 hours per session each.
  2. 12 Guidance Counselors will participate x 8 hours per session each.
  3. Many parents work late and cannot prepare dinner, so refreshments will be served.

**Service and program coordination**

4. Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Partnership with the Chinese-American Planning Council through a grant they received to work with our school from the Department of Youth and County Development.**
- **Assistant Principal and Guidance Counselor working with our evening Parent Outreach Program funded by Title 1 (SWP) funding.**
- **Tax Levy Parent Coordinator funds will allow our Parent Coordinator to act as our head liaison with our parents.**
- **Grade-level faculty members will hold grad-level parent assemblies provided by Tax Levy Blueprint allocations.**
- **Tax Levy Blueprint funds will be used to purchase software (Pupilpath) for use by all school faculty**
- **Parent Coordinator and ESL/Foreign Language Assistant Principal will be working to offer our parent community services (English as a Second Language) at our Evening Parent Academy through Tax Levy allocation funding.**
- **Priority/Focus allocations will be used to continue to address our schools goal for college and career-readiness. It will also add a parent engagement piece in achieving this goal. The school will purchase the following software for our College Office to drive this engagement:**
  - **Centris Group-** is software which allows our students in grades 9-12 to enter the Centris Group website. The website will allow our students the ability to explore careers that they would be interested in, learn how to prepare and submit college and career resumes, search for colleges of interest, and apply for scholarships. Parents can log on to the website with a password obtainable through the school that will allow them to help their children make these important college and career decisions.
  - **Docufide-** is a software which will allow the school to digitally send student transcript information directly to colleges that students have applied to. Students and parents will have the ability to review all information before the school digitally sends it to colleges through the Docufide program.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<b>Achieve 3000</b>	<b>This program is a data-driven internet standard based program that helps to build the reading comprehension skills of struggling ELA and ELL readers. It is done through a “Whole Class” model, but students are encouraged to work on segments of the program individually.</b>	<b>During the school day, as well as during the Saturday Literacy Program. (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</b>
	<b>RCT/Regents Prep Classes</b>	<b>RCT/Regents Prep is offered to students taking RCT/Regents exams</b>	<b>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</b>
	<b>ELL/Bilingual Students</b>	<b>Those ELL and bilingual students identified as having a disability receive ESL services as per their IEP to address students’ language needs. All bilingual students, as per the IEP receive mandated services from an alternate placement paraprofessional to address the student’s language needs</b>	<b>Conducted on an ongoing basis during the school day</b>

<p><b>Mathematics</b></p>	<p><b>AMP Math</b></p> <p><b>Saturday Literacy Academy</b></p> <p><b>RCT/Regents Prep Classes</b></p>	<p>A system that incorporates math as a support to the current general education math curriculum, both online and one-on-one instruction</p> <p>Students have a choice to attend the Math Department’s Literacy Academy to work on Destination Math; Saturday Literacy program for students programmed for special classes to support students instructional needs</p> <p>RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	<p>Ongoing during the school day and Saturday Math Literacy Program (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</p> <p>Saturday Literacy Program (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</p> <p>Ongoing each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</p>
<p><b>Science</b></p>	<p><b>Achieve 3000 Biology</b></p> <p><b>Earth Science</b></p> <p><b>Living Environment</b></p> <p><b>RCT/Regents Prep classes</b></p>	<p>Support incoming students in Science literacy using the “Whole Class” model while encouraging student individual work with the program as well</p> <p>Offered to self-contained students (two terms) to meet their Science credit requirements and for those self-contained students who cannot pass Chemistry.</p> <p>Students are programmed for a four semester Living Environment curriculum instead of three semesters, as a means for our challenged learners to master the material before taking the Regents examination</p> <p>RCT/Regents Prep is offered to</p>	<p>During the school day</p> <p>Ongoing basis (each semester)during the school day</p> <p>Ongoing basis (each semester) during the school day</p> <p>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</p>

		students taking RCT/Regents exams	
<b>Social Studies</b>	<b>RCT/Regents Prep Classes</b>	<b>RCT/Regents Prep is offered to students taking RCT/Regents exams</b>	<b>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</b>
<b>AT RISK</b>	<b>Related Service Guidance</b>	<b>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.</b>	<b>Ongoing during the school day</b>
	<b>School Psychologist Services</b>	<b>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 School psychologist part of the PPT team to provide Tier 1,2 &amp; 3 services</b>	<b>Ongoing during the school day</b>

	<b>Social Worker Services</b>	<b>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.</b>	<b>Ongoing during the school day</b>
	<b>At Risk Health Related Services</b>	<b>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.</b>	<b>Ongoing during the school day</b>

**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



### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all subject areas.**
- **The Assistant Principal Organization and Payroll Secretaries work closely with CFN 405 Human Resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines. The CFN provides services where a teaching candidate can sit with a Human Resources expert in verifying that all of their requirements are being met to be listed as highly qualified.**
- **Mentors are assigned to all new teachers.**
- **A U.F.T. staff development teacher is assigned to support struggling and unqualified teachers.**
- **Professional Development consultants work with all staff in a continuous cycle of embedded professional development.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

**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**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

#### **THE SCHOOL AGREES:**

- **To continually revise, evaluate and implement school and parent involvement policies.**
- **To inform parents via Phone-Master about regularly scheduled parent teacher association meetings and parent teacher conferences.**
- **To provide parents with information concerning programs during the school day, as well as after school and on weekends.**
- **To keep parents informed of their children’s progress throughout the school year by:**
  - **Parent-teacher conferences held twice a year**
  - **Reports to parents from staff**
- **To provide a safe and secure environment.**
- **To provide all students with high quality curriculum and instruction.**
- **To provide computer access to all students, so that they may be prepared for life in the 21<sup>st</sup> century.**
- **To provide students with opportunities to receive tutorial services, participate in extended day classes and extra-curricular activities.**
- **To provide Saturday instruction to improve literacy and mathematics skills**
- **To provide parents with a space designated as a “Parent Welcome Room”**
- **To provide parents with an opportunity to volunteer in the daily operation of Franklin D. Roosevelt High School, as well as extra curricula activities**
- **To provide parent workshops focusing on developing parenting skills and improving employability skills.**
- **To facilitate counseling sessions to families in need.**

#### **THE PARENT/GUARDIAN AGREES:**

- **To work with teachers in continually reviewing, evaluating and implementing school-parent involvement policies.**
- **To participate in parent-student workshops involving teaching/learning strategies, promotional/graduation requirements.**
- **To closely monitor my child’s:**
  - **Attendance**
  - **Homework**
  - **report cards/progress reports**
- **To encourage my child to read more for pleasure.**
- **To understand that student achievement is a dual responsibility of the parent and the school.**
- **To inform teachers and other school staff about a child’s educational, social, emotional and developmental needs.**

- 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

**Student Responsibilities:**

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property
- be polite, courteous and respectful toward others
- behave in a polite, truthful, and cooperative manner toward students and school staff
- try to resolve disagreements or conflicts peacefully
- refrain from obscene and defamatory communication in speech, writing and other modes of expression
- bring to school only those personal possessions which are safe and do not interfere with the learning environment
- adhere to the guidelines established for dress
- be familiar with the discipline code and abide by school rules and regulations
- provide leadership to encourage fellow students to follow established school policies and practices
- keep parents informed of school-related matters, including progress in school, social and education events and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
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 <b>Christophe Groll</b> <b>William Bonn</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>505</b>
School Name <b>Franklin D. Roosevelt High School</b>			

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

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

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

### D. School Demographics

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

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 NTSESLAT. 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										62	57	34	10	163
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										17	20	28	11	76
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	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. [?](#)

	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
<b>Total</b>	<b>961</b>	<b>39</b>	<b>61</b>	<b>312</b>	<b>41</b>	<b>41</b>	<b>194</b>	<b>10</b>	<b>26</b>	<b>1467</b>

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

**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
<b>TOTAL</b>	<b>0</b>	<b>154</b>	<b>315</b>	<b>121</b>	<b>116</b>	<b>706</b>								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	12	19	17	64
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
<b>TOTAL</b>	<b>0</b>	<b>139</b>	<b>205</b>	<b>171</b>	<b>146</b>	<b>661</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 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

## A. Programming and Scheduling Information

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 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

## A. Programming and Scheduling Information

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

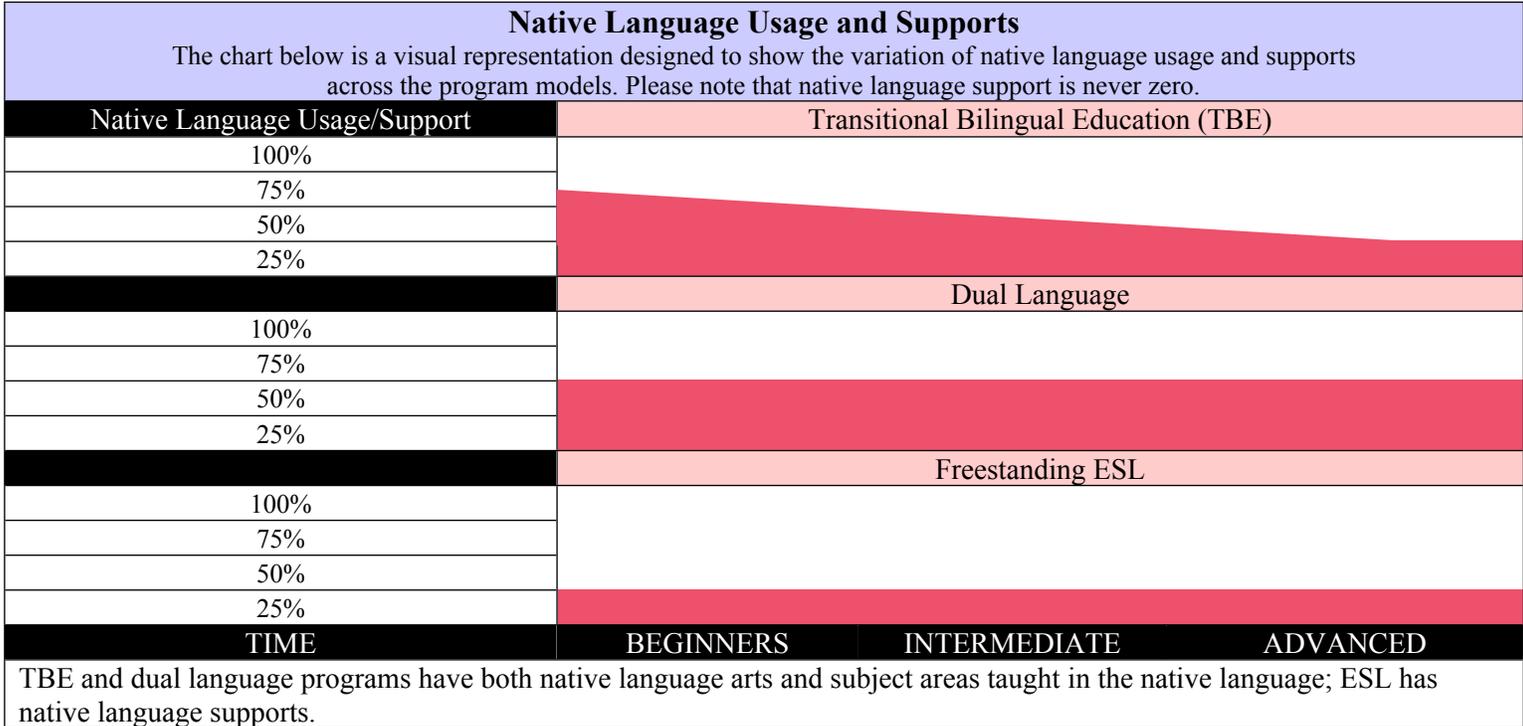
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese Level 1-6 Spanish 1-6		Health	English
Social Studies:	Chinese and Spanish			
Math:	Chinese and Spanish			
Science:	Chinese and Spanish			
ESL	Levels 1-9			
Music	English			
Art	English			
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
<b>FOR TBE /DL PROGRAMS:</b> 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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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 student 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 targeted 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 attendance 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 French as a Foreign Language.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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
													L

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
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**

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

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 (2) modalities.

3. As mentioned previously, a team composed of the Foreign Language Coordinator, the LAB/BESIS Coordinator, the ESL Assistant Principal assisted by 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 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 is 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 to 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

<b>School Name: _____</b>		<b>School DBN:</b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
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		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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**

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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

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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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: Franklin D. Roosevelt H. S.	DBN: 20K505
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 ELLs to be served: 1,300 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: 24 # of certified ESL/Bilingual teachers: 24 # of content area teachers: 15

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

An analysis of the NYSESLAT results indicates that, although showing improvement, ELL progress from the intermediate to the advanced level, and the advanced level to the proficient level of ESL could be at a faster pace that would lead to graduation within their cohort. It is evident, given our high register that the number of Students with Interrupted Formal Education (SIFE) continues to increase, as well as the number of Long Term ELLs (LTELLs). It is clearly noticeable that in order to make these gains in a timely fashion, we must provide all ELLs 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 need more to accelerate their reaching cognitive academic language proficiency (CALP).

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

- Part of the Title III funding will be used to supplement the Saturday Literacy Academy funded with a SIFE Grant that already addresses the needs of students with interrupted education.

Even though significant academic gains were evident during 2011-2012, cohort data continues to show that the lowest performing group in mathematics is the Hispanic ELL subgroup. Through a review of past Regents Examination scores and item analysis, Hispanics still demonstrate lack of conceptual understanding necessary for the development of critical thinking and problem solving skills. Additionally, a large number of students in the previous categories are also long term ELL or SIFE. 30 ELLs from this group will be selected to participate in the River Deep Destination Math Program (RDDMP). Participants in this strand of the Saturday Academy will improve their math performance through the interactive computer lessons in the (RDDMP). Three and one half hour sessions will be offered on Saturdays, during which approximately 30 SIFE and LTELL participate in RDDMP. We intend to hire two math teachers who will work on rotations that encompass direct instruction and RDDMP discovery-based lessons, paid through SIFE Grant funds. Given the success of the Math strand of the Saturday Academy, we intend to continue offering it; including two, two-hour sessions during week days to reach students who are not able to participate on Saturdays. Instruction for this part of the Academy will be provided by the Math Assistant Principal, paid from Title III funds.

- 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

## Part B: Direct Instruction Supplemental Program Information

sessions, providing abundant learning opportunities from nature study, class trips and hands on activities inside and outside the classroom, to build literacy and language skills conducive to passing the RCT Science Exam. Two (2) special education science teachers and a special education assistant principal will be hired.

- As the SIFE Saturday Literacy Academy is in its ninth year, many former participants, who are now in upper level ESL classes, will form part of the academy, as an Academic English Group. They will receive instruction focusing on developing academic language skills, through interdisciplinary instruction. Participation will prepare students for high stakes language and content area assessments. This group will meet with an English language arts teacher for 30 Saturdays, in three and one half hour sessions.
- Another supplement to the Saturday Academy will consist of hiring a librarian and a technology teacher. Part of the scope of the Saturday Literacy Academy involves library and Internet research. Students research topics to develop, complete and present projects within the three and one half hour Saturday block. The school library will be open with one librarian in attendance to guide and assist students and teachers, in looking for the information necessary to complete interdisciplinary projects. Additionally, one computer laboratory will also be available every scheduled Saturday, where the technology teacher will facilitate for students and teachers. Groups of students will perform Internet research of information necessary for the completion of interdisciplinary projects. Both, the school library and the computer laboratory, will be available during the 30 scheduled academy Saturdays. Supervision for this and the Academic English sections of the Saturday Academy will be provided by the assistant principal supervision of the SIFE Saturday Academy.
- Students attending the Saturday Literacy Academy will participate in a series of cultural trips, as follows:
  - New York Hall of Science – Saturday, December 15, 2012 - Admission and transportation by a school bus company will be paid from Title III funds.
  - Museum of Natural History – Saturday, March 16, 2013 – Admission to IMAX theater and transportation by school bus company will be paid from Title III funds.
  - Medieval Times – Saturday, May 11, 2013 – Admission and transportation by coach bus company will be paid from Title III funds.
  - Bronx Zoo – Saturday, June 15, 2013 - 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. Two 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

## Part B: Direct Instruction Supplemental Program Information

- 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 additional support, a school aide will be assigned to work in the Saturday Academy. The school aide will
  - assist in the supervision of students when moving within the school building
  - help in the management, distribution and collection of equipment and materials
  - assist in the supervision of students during cultural trips
- To provide support to ELLs before and after school, a Homework Club will be offered. Teacher support will lead participating ELLs to obtain better grades, develop study skills, organize for study and manage time for success.
- Given the language barrier that ELLs face when taking New York State Regents Exams, and to provide them with the appropriate guidance and tutoring, utilizing ESL methodologies; Regents Prep will be provided in three (3) hour sessions during the six (6) 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 handle the clerical needs for all the multiple activities. Due to the broad array of the activities that are offered, payment needs to be processed for the 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 ELLs, ordering supplies and payment of admissions and transportation for cultural trips. This secretary will work 10 hours a month during 9 months.
- As evident above, multiple activities will be taking place through combined resources of SIFE Grant allocation and Title III funding. As the SIFE Grant does not provide for materials, all necessary supplies will be purchased through the Title III funds. In developing this list of supplies, it was taken into consideration that numerous activities will be implemented, a large number of parents, students and teachers will be involved, and a wide range of services will be provided. Materials for all SIFE Grant (Saturday Literacy, and Destination Math Academy) and all Title III programs (ESL and Introduction to Computers Parent Academy, Saturday Academy supplement, Special Education Saturday Academy, Parent Workshops, Regents Prep, Homework Club, Translations and Interpretations for Parents, and

### Part B: Direct Instruction Supplemental Program Information

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 mentioned ESL and/or bilingual certified teachers, ESL teachers will be hired to team teach with content teachers. As an additional resource, the assistant principal of ESL and foreign languages – who is a certified ESL teacher as well – will provide push in support as needed. Additionally, all content area teachers will participate in the school’s professional development program geared toward developing 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 Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Given that FDR is a FKATT 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: CDW

Topics: Training teachers to use Promethean technology in the classroom

Presenter: Lori Chaney

Participants: Open to all teachers

Schedule: 10 days from October - March

Provider: AUSSIE

Topic: Support teachers as they implement the Common Core Standards and the Chancellor's Citywide Expectations

Presenter: Jennifer Hall and Geoffrey Grec

Participants: 24 teachers,

## Part C: Professional Development

Schedule: Sept. - June

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: Roundabout Theater Company

Presenter: Greg McCaslin, Jennifer DiBella, and Aliza Greenberg

Topics: Promote student literacy and college and career pathways

Participants: 8 teachers

Schedule: September - June

Provider: Children's First network

Presenter: Tiffany Pendola

Topic: Universal Design for Learning for ELLs

Participants: Title III teachers, all other teachers and school leadership

Schedule: 2 day series, 2 sessions per day

Provider: Center for Integrated Teacher Education

Presenter: Tina Stanisci

Topics: Developing Second language Acquisition, Challenges for ELLs in Reading and Writing, Teaching in the Content Area, Differentiation of Instruction and Inquiry

Participants: Title III teachers, all other teachers and school leadership

### Part C: Professional Development

Schedule: 4 day series from February to May, 2 sessions per day

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

- 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 October 2012 to June 2013. 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: Understanding the U.S. Educational System

Presenter: TBD

Date: November 14, 2012

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

Workshop: Social Services for Newcomers

Presenter: TBD

Date: December 19, 2012

## Part D: Parental Engagement Activities

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

Workshop: Negotiation Within The Family

Presenter: TBD

Date: January 23, 2013

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

Workshop: A Change For The Better

Presenter: TBD

Date: February 6, 2013

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

Workshop: Tolerance - Unity Through Diverse Cultures

Presenter: TBD

Date: March 13, 2013

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

Workshop: Immigrants Have Rights Too

Presenter: TBD

Date: May 22, 2013

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 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.

## Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		