



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FRANKLIN DELANO ROOSEVELT HIGH SCHOOL

DBN (i.e. 01M001): 20K505

Principal: STEVEN M. DEMARCO

Principal Email: SDEMARC@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: MICHAEL MEHMET

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Steven M. DeMarco	*Principal or Designee	
Marian Swerdlow	*UFT Chapter Leader or Designee	
Juliana Egbunam	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Marlene Beltre Tiffany Leacock	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Salvatore Catalano	Member/ Teacher	
Gregory Bernardi	Member/ Teacher	
Anna Sanabria	Member/ Teacher	
Emily Streeter	Member/ Teacher	
Pearl Preshoe	Member/ Parent	
Michelle Coote	Member/ Parent	
Annamarie Lovinson	Member/ Parent	
Cynthia McCoy	Member/ Parent	
Maria Fiorentino	Member/ Parent	
Marilyn Granderson	Member/ Parent	
Joseph Ferrantelli	Member/ CSA Representative	
	Member/	
	Member/	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	• A major recommendation with HEDI rating
	• Statement Of Practice (SOP) selected aligned to the goal
	• A goal aligned to the major recommendation
	• Instructional Strategies section, A-E for each strategy or activity that supports the goal
• Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 20K505

School Configuration (2013-14)

Grade Configuration	09,10,11,12	Total Enrollment	3130	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	28	# Dual Language	N/A	# Self-Contained English as a Second Language	12
Types and Number of Special Education Classes (2013-14)					
# Special Classes	178	# SETSS	16	# Integrated Collaborative Teaching	78
Types and Number of Special Classes (2013-14)					
# Visual Arts	57	# Music	26	# Drama	19
# Foreign Language	127	# Dance	N/A	# CTE	22
School Composition (2012-13)					
% Title I Population	69.0%	% Attendance Rate			84.9%
% Free Lunch	74.9%	% Reduced Lunch			4.3%
% Limited English Proficient	38.1%	% Students with Disabilities			11.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			9.0%
% Hispanic or Latino	27.6%	% Asian or Native Hawaiian/Pacific Islander			43.2%
% White	19.6%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals			12
# of Deans	N/A	# of Counselors/Social Workers			17
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			8.9%
% Teaching with Fewer Than 3 Years of Experience	11.6%	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	69.7%	Mathematics Performance at levels 3 & 4			80.1%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			59.7%
6 Year Graduation Rate	67.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	No
White	No	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

Franklin Delano Roosevelt High School's SCEP for 2012-2013 was completed with great detail and thought. As a school we felt that the document contained many strengths. Included among them were:

- The plan was a collaborative effort of our school leadership and our school administrators and teachers. All participants brought their own expertise and contributions into the document.
- The goals were developed from key areas of understanding of areas in need of improvement, but also building on successes and accomplishments.
- The plan gave our school community the chance to deeply delve into key school documents such as the N.Y.C. School Quality Review and N.Y.C. Learning Environment Survey. By looking at these documents, a good "sense of the pulse" of our school community was felt.
- Our very close relationship with our CFN (CFN405) allowed us to work collectively with them, and utilize their advice and guidance in preparing the SCEP document. Our CFN also provided embedded professional development around this document. This assistance and guidance allowed the SCEP to develop into a "living and changing document".

Describe the areas for improvement in your school's 12-13 SCEP.

Franklin Delano Roosevelt High Schools 2012-2013 SCEP was developed with 5 key goals for our schools improvement in mind. In a collaborative effort, the school looked at recommendations made in our most recent Quality Review and important indicators shown in the School Survey Report and designed goals around areas in need of improvement and also those that we can build upon past success.

1. Having success with our grade-level academies in the 9th and 10th grades we expanded the academies into the 11th and 12th grades. We made the expansion with the premise that the upper grade academies would stress college and career-readiness. Teachers designed college ready and career oriented elective courses to be offered to our students. These courses were all designed to stress critical thinking skills, having the ability to work in a collaborative environment, being a part of industries rapidly growing.
2. Our students experienced 8 Common Core aligned units of study, 2 in Mathematics, 2 in ELA, 2 in Social Studies, and 2 in Science. This goal was designed to allow our student population to experience college equivalent experiences in the high school classroom. Our teaching staff was engaged in job-embedded professional learning in exploring ways to implement pedagogical practices focusing on the instructional shifts of:
 - a. In Mathematics, students being required to attain the skills of fluency, application, and conceptual understanding of the subject.
 - b. In ELA, Social Studies, and Science, students are required to ground reading, writing, and to be able to discuss evidence from text.
 - c. Franklin D. Roosevelt High School continued to build upon its understanding of teacher effectiveness that we had begun 3 years earlier with piloting the Danielson Framework for Effective Teaching as a Transformation school. 100% of our teachers would be observed as part of targeted, short cycles of observations on planning, questioning, discussion and assessment.
 - d. Believing that the most critical time for high school students is in the 9th grade and that our student population is more than 39% ELL's and within the ELL's the largest group is our Asian population we partnered with the Chinese-American Planning Council who would provide supports to our Asian students and their parents. These supports would focus on the social and emotional, and health supports needed to be a successful high school student.
 - e. Franklin D. Roosevelt High School wanted to increase the opportunities for parents to become involved in school decision-making by focusing on the key areas of student learning, communications, responsibility, volunteering, community, and collaboration. To that end we engaged in the use of PupilPath, worked with the Chinese-American Planning Council and continued our Parent Outreach Program.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

The greatest barrier and challenge in developing and implementing the schools 2012-2013 SCEP was the late rollout of

the document. However, as a school that already had created our school-wide goals, we were able to use this late roll-out to our benefit. It allowed us to more closely look at our areas of strength, weaknesses, and needs as a school. As a result our goals became more focused and aligned with our school's mission and vision.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Although the timeframe of the documents initial rollout was delayed, and the completion date was short, the document was created in a thoughtful way that involved the collaboration of our schools' leadership, administration, teachers, and our professional partnership with our CFN network. The SCEP document was created, implemented, and shared by our entire school community.

Were all the goals within your school's 12-13 SCEP accomplished?

X

Yes

No

If all the goals were not accomplished, provide an explanation.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

X

Yes

No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

At the present juncture of the 2013-2014 SCEP development there are no significant challenges and barriers for its implementation. The only possible challenge is what appears to be a shorter turnaround timeframe for its initial submission of the document

List the 13-14 student academic achievement targets for the identified sub-groups.

Franklin Delano Roosevelt High School's student academic achievement targets for the 2013-2014 school year are as follows:

1. To increase the graduation rate by 7%.
2. Students will experience rigorous instruction: (1)Learn content by engaging with standards-aligned curriculum (Common Core State Standards) in all content areas, and (2)Reflect on their work products and work habits based on their understanding of the academic and personal behaviors required for post-secondary success.
3. To increase the number of credits accumulated in the Lowest Third in the 9th, 10th, and 11th year.

Describe how the school leader(s) will communicate with school staff and the community.

Franklin D. Roosevelt High School and its leadership will continue to communicate with staff members and the school community in a variety of ways. Included among them are:

- **Staff Communication**
 - Continuing to communicate through scheduled monthly faculty and departmental conferences.
 - A school-developed global email system will continue to be used to share information and documents with staff members.
 - Utilizing our Teacher Inquiry time each week, as well as teacher common planning time to disseminate information to staff.
- **School Community Communication**
 - The school has adopted and mandated the use of SKEDULA (Datacation) Grade Book by all teaching staff. This will allow our parents and students to be able to communicate with the teaching staff and monitor student process.
 - Continue to post on the schools' website all information to be disseminated.
 - Utilize our Evening Parent Academy, and Evening Parent Outreach Program to keep the schools line of communication open between the school and parents.
 - Using the PhoneMaster system to send information out to parents.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the Core of the SCEP at Franklin D. Roosevelt High School comes from both our schools' Vision and Mission statements.

-Mission Statement

Franklin Delano Roosevelt's mission is to provide an environment that enables all students to grow academically, intellectually, socially, emotionally, culturally, and most importantly, acquire the necessary skills and knowledge to become college and career ready. Teachers from our school will strive to help our students work to their fullest potential and meet academic excellence.

-Vision Statement

Franklin Delano Roosevelt High School's vision is to offer a wide variety of enticing course work through our Magnet

Programs and Grade-Level Communities that will nurture student success within a large comprehensive high school. Each Grade-Level community will address the academic, social, emotional, and physical needs of our learners in an effort to prepare all students for college and career pathways. Our school will be a place where each collaborative community develops curriculum, instructional strategies, promotes student engagement, and innovative assessment.

Using the Mission and Vision Statements as our core values, looking at school data such as data from our school's Quality Review and Learning Environment Survey, and building on past successes and accomplishments has been our theory of action at the core of our SCEP.

Describe the strategy for executing your theory of action in your school's SCEP.

- **Making a concerted effort to always look at data (N.Y.C. Quality Review, N.Y.C. School Survey Report, Regents Examinations and periodic assessment data, teacher inquiry data, etc.) to guide our decisions on creating programs and supporting high achievement.**
- **To provide ongoing professional development to our teachers that will allow them to develop a shared understanding of instructional excellence.**
- **To continue working with our Children's First Network (CFN405) as a support and resource in developing strategies, and wisely using resources for advancing student achievement.**
- **To continue to work on providing our students with vigorous instruction. To learn content by engaging with standards-aligned curriculum in all content areas, and to have our students reflect on their work products and work habits based on their understanding of the academic and personal behaviors required post-secondary success.**
- **To continue to provide and increase the opportunities for parents to become involved in school decision making.**

List the key elements and other unique characteristics of your school's SCEP.

A unique characteristic of our schools SCEP is the fact that in order to make improvements and attain success as a school we have in the past and will continue moving ahead to utilize our school funding from a variety of sources and combine it with our human capital to be part of the whole plan.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

As a large comprehensive high school, Franklin Delano Roosevelt High School has the capacity to oversee and manage the improvement plan.

- **Our administrative assistant principals oversee very detailed and distinct assignments. A coordinator of all assignments and roles from organization and budget, guidance and pupil personnel, safety and security, and testing and data, and continual communication with each other allows for the appropriate use of resources and the managing of staff.**
- **Our supervisory assistant principals spearhead all of our work in providing quality instruction and improving academic excellence.**
- **Each one of our Grade Level Communities has a dedicated assistant principal to provide additional support and resources to our pedagogical staff.**
- **The shared dedication of our pedagogical staff to provide quality instruction and participate in a continual cycle of professional development to institute improvement increases our capacity to manage improvement.**

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“The school’s belief that students learn best when engaged in hands-on activities, often using technology, was inconsistently reflected across classrooms. In some instances, teachers were adept at facilitating projects around character formation and story development, student presentations on the procedural steps necessary to successfully complete a recipe, or student-led discussions in which the debate regarding abortion provided ample opportunity for students to articulate and justify their opinions and assume different roles and responsibilities. However, in the majority of classrooms, teacher-centered instruction dominated, with minimal entry points availed to students who subsequently engage in lower level questioning, discussions, and activities and, thus, are frequently hesitant about what they are learning, why they are learning it, and the potential connections to other subjects and the real world. Consequently, there remained many missed opportunities to promote higher levels of student thinking and participation, as evidenced by teachers who often lacked the confidence or inclination to leverage student responses as a means to facilitate genuine discussions as opposed to the recall of facts. While the school has certainly invested in greater quantities of technology to augment teachers’ instructional practices there remains a disconnect between their application of and student engagement with established and emerging technology tools. As a result, these tools are infrequently used to appropriately challenge students through hands-on projects, research, collaboration, or the creation of artifacts they will be expected to produce in college or the workforce. Thus, the school’s technology investment has yet to truly impact students’ daily learning outcomes, resulting in their lack of awareness, understanding, and application of tools necessary for their current and future success.”

Review Type:	DQR	Year:	2012-2013	Page Number:	Pages 5-6	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

Franklin Delano Roosevelt High School will enhance our grade-level academies in the 9th, 10th, 11th, and 12th grades with instruction and support systems that increases their credit accumulation, increases our graduation rate by 7% and enables our students to acquire the necessary skills and knowledge to become college and career ready

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. **An F-Status Assistant Principal will 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.**
2. **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.**
3. **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. (2012-2013 NYC School Survey Report, Indicators 7.2, 7.7, 7.7, & 7.9)**

4. We will continue to offer the electives created during the 2011-2012 school year for 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 21st Century and beyond. Our new programs will enhance effective instruction by teaching students how to:
 - a. Work independently and with others to solve a variety of intellectual problems.
 - b. Process information on multiple levels and in a variety of ways.
 - c. Use tools and strategies to work on academic problems.
 - d. Communicate understanding by multiple means.
 - e. Monitor progress towards meeting personal goals.
 - f. 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.
5. Our elective programs stress the importance of differentiation and assessment in the development, planning, and delivery of instruction to our students. The curricula of these programs creates a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration.
 - a. The learning tasks will always consider the students' strengths/weaknesses. Visual learners will have visual cues, auditory learners will have auditory cues, etc.
 - b. Groupings of students will vary.
 - c. Multiple intelligence levels will be taken into consideration as are the students learning and thinking styles.
 - d. Lessons will be authentic to ensure that all students can make connections.
 - e. Lessons will be project and problem-based in nature.
6. 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.
7. 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.
8. 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.
9. 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 21st 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.
10. In order to expose all of our students to the college experience, we will be conducting grade-level college trips.
 - Freshman (9th Grade) will be taking a trip to a public college in New York City, a private college in New York City, and a private college out of New York City
 - Sophomore (10th Grade) will be taking a trip to a public college in New York City, and a private college out of New York City
 - Junior (11th Grade) will be taking a trip to a public college in New York City, and a private college out of New York City
11. Franklin Delano Roosevelt High School is deeply involved and committed to participating in the College Now Program provided by Kingsborough Community College. In order to expand the number and types of classes being offered FDR will fund 4 teachers in the Fall term, and 6 teachers in the Spring term in order to expand the course offerings of College Now.

12. The Guidance Counselors at Franklin Delano Roosevelt High School will conduct an in depth analysis of data for our Junior (11th Grade) class to determine if they are remaining on track to move into their Senior year and in line for graduation. After analysis of the data accumulated, the proper Responses to Intervention (RTI) will be applied, and specific goals can be developed for each student.
13. In response to our school's Progress Report that shows our College-Readiness Index rising over the last few years, a decision has been made to continue to keep this trend on the rise. Guidance and College Counselors will collaboratively look at student transcripts and begin to more fully schedule students for higher level courses, and college and career ready electives.
14. The school to purchase new graphing calculators that will assist our students in meeting N.Y.S. Standards in Mathematics assessment.

- **Key personnel and other resources used to implement each strategy/activity**

1. 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.
2. 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.
3. Our school Guidance and College Counselor's will conduct data analysis for our 11th graders, and in depth transcript auditing.
4. Secretaries will be assigned to enter per session time sheets for teacher's participating in field trips, and to assure all of our classrooms are covered with a substitute on the days of the field trips. Secretaries will also facilitate the ordering of supplies and equipment to sustain our college and career elective programs, and provide our classrooms with up to date technologies.
5. Franklin Delano Roosevelt High School's Assistant Principal of Organization is designated to spearhead and monitor all spending and purchasing to fulfill this goal.
6. Franklin Delano Roosevelt High School's Assistant Principal of Guidance will monitor all work of the Guidance and College Counselor's as they conduct their work with student transcripts.
7. Franklin Delano Roosevelt High School will continue its partnership with Kingsborough Community College in participating in the College Now Program.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Franklin Delano Roosevelt will continue to monitor data to evaluate the progress of our programs. An F-status Data Specialist will monitor the results of Regents Examinations, and the Progress Towards Graduation data to assess if our programs are having an impact. Our ultimate target to evaluate the progress of our initiatives and programs is the data from our NYC Progress Reports, NYS Report Cards that will hopefully show a continued rise in our college-readiness index as well as our achievement of AYP in graduation rate and achievement in all subject areas.
2. Data accumulated from classroom observations will evaluate the success of our instruction and student outcomes in our college and career-ready elective courses, Advanced Placement courses, and College Now courses.

- **Timeline for implementation and completion including start and end dates**

All funding for our programs and initiatives has been scheduled.

1. All of our college and career-readiness electives are being offered at this point since the creation and implementation was rolled out during the 2012-2013 school year.
2. The expansion of our College Now Program has begun for the Fall Term and will continue into the Spring Term.
3. All grade-level College Field Trips will be planned during the Fall 2013-2014 Term and conducted in the Spring Term 2013-2014.
4. Guidance Counselor Data Analysis of the 11th grade has already commenced in this Fall 2013-2014 Term.
5. Guidance and College Counselor Transcript auditing has already commenced in preparation for student programming for the Spring 2013-2014 school term.
6. The F-status Data Specialist has begun her work and will continue through the spring Term 2013-2014.

7. The F-status ELL Assistant Principal has commenced her work with teachers and will continue that work through the Spring 2013-2014 Term.

- Describe programmatic details and resources that will be used to support each instructional strategy/activity

The following is a list of the resources used to support each of the above instructional goals:

1. Through Priority/Focus funding, a teacher per session line was created with 120 hours to pay for an extension of our College Now Program.
 - Fall Term-4 teachers times 15 sessions times 47 minutes to equal 47 hours.
 - Spring Term-6 teachers times 15 sessions times 47 minutes to equal 70 hours
2. Through Priority/Focus funding, a Guidance Counselor per session line was created for Data analysis of 3rd year students. There have been 25 hours set aside for this initiative.
3. Through Priority/Focus funding, a guidance counselor per session line was created to fund 12 Guidance Counselors 6 hours each to complete transcript analysis. There are 72 total hours set aside for this activity.
4. Through Priority/Focus funding, a Secretary per session line was created to process each of the two Guidance Counselor activities above.
5. Through Priority/Focus funding, funds have been set aside to facilitate our grade-level college field trips.
 - 8 total trips
 - 40 students per trip (1 bus per trip)
 - 8 buses for transportation
 - 8 trips times 40 students' times 1 lunch per student.
6. Through Priority/Focus funding, in order to fund and pay for coverage's and substitutes, a prep line and teacher regular grades line was created.
- 7.
8. Through Priority/Focus funding the school will purchase new graphing calculators to assist our students in meeting N.Y.S. Standards of Assessment.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Improve the quality and consistency of instruction so that it is differentiated across all classrooms, lesson planning reflects meeting students at their entry points and questioning extends thinking to maximize learning. (1.2)

1. Learning style surveys are administered to students across most departments to gain insight into how students learn best. Although teachers have this information and data from periodic and summative assessments, the translation of this information to then plan lessons reflecting differentiated activities or texts is inconsistent. In some classrooms visited, teachers taught using a whole class structure with limited student interaction. These missed opportunities result in students not having their learning needs met at their entry points.

2. Professional development and the short, frequent cycles of observation around questioning and facilitating student discussion has been a major focus. Teachers are increasingly using Promethean boards in math classrooms with students using the boards to model their thinking.”

Review Type:	NYC Quality Review	Year:	2011-2012	Page Number:	Page 6	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 students at Franklin Delano Roosevelt High School students will participate college level experiences by

1. Learning content by engaging with standards-aligned curriculum in all content areas
2. Reflect on their work products and work habits based on their understanding of the academic and personal behaviors for post-secondary success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Students at Franklin Delano Roosevelt High School will:

- Learn content by engaging with standards-aligned curriculum in all content areas
- Reflect on their work products and work habits based on their understanding of the academic and personal behaviors for post-secondary success.

In order to meet the above goal Franklin Delano Roosevelt High School will undertake the following activities to support this initiative:

1. **Mathematics**

- a. The Mathematics Department is using 5 Modules for Algebra 1 from EngageNY.Org.
- b. Freshman (9th Graders) that scored at or above level on their 8th grade mathematics assessment have been programmed for the 1 year ME21 and ME22 courses requiring them to learn the content developed in the 5 Modules by June 2014, and will be among the first to take the New Common Core Algebra 1 Regents Examination.
- c. Students that scored below level on their 8th grade mathematics assessment have been programmed for the 2 year, ME41, ME42, ME43, and ME 44 courses requiring them to learn the content developed in the 5 Modules by June 2015.
- d. The Mathematics Department gives their own designed diagnostic exams to all incoming Freshman (9th Graders). This data gathered helps with student placement. Upon conducting a detailed item analysis teachers are aware of individual student needs and can differentiate their lessons so that all students move forward towards becoming college and career-ready.
- e. The Assistant Principal of Mathematics is a Common core Senior Fellow. He attends bi-monthly meetings and receives daily emails concerning updates and concerns around the Common core. All information is turn-keyed to the teachers of the Mathematics Department.

2. **English**

- a. The focus of the English Department’s work this year is to help students extract textual evidence to support a claim.
- b. Teachers have administered a baseline assessment to all students in late September. The assessments will be the Measure of Student Learning Performance Assessment from the NYCDOE. The English Department will monitor the progress of their students throughout the term. Grade-level inquiry teams will analyze the work products of target population students in depth, and will develop strategies that teachers can use with all of their students to help guide student achievement. The English Department will administer the follow-up

assessment in the Spring 2013-2014 semester.

- c. The English Department will work on professional development in two domains from the Charlotte Danielson Framework for Teaching, Planning and Preparation and Instruction. Teachers will be provided with a feedback for to evaluate their observation as well as formal feedback to help improve practice in those domains.
- d. A committee of teacher leaders in the English Department will create Common-Core aligned unit plans which will incorporate the instructional shifts in
- e. ELA. Plans will require opportunities for students to:
 - 1. participate in rich and vigorous conversations regarding the texts studied
 - 2. provide evidentiary arguments in both conversation and writing
 - 3. use evidence in their written arguments that respond to ideas, events, facts, and arguments
 - 4. encounter multiple levels of complex works to help prepare them for the next level of study
 - 5. build an academic vocabulary

3. Science

- a. Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:
- b. balancing informational and literary text
- c. building knowledge in the disciplines
- d. staircase of complexity
- e. text-based answers
- f. writing from sources
- g. academic vocabulary
- h. The development of these Common Core-aligned tasks will allow for greater teacher appreciation in a professional development community that will include their engagement in collaborative inquiry work, participation as teacher leaders and to increase the leadership opportunities within the school.
- i. The Science Department will continue to integrate the literacy Common Core instructional shifts of building scientific knowledge through instructional texts, extracting evidence from text, increasing the complexity of texts as students move to the next grade level, and building academic vocabulary.\
- j. Class instruction will be aligned with the Common Core Learning Standards by designing curriculum maps that incorporate reading and writing literacy into each unit of the following courses: Living Environment, Chemistry, Physics, and Science Electives. There will be a yearlong essential question and yearlong enduring understanding for each curriculum map. Each unit in the curriculum map will include:
 - 1. Time frame
 - 2. Essential questions
 - 3. Aims
 - 4. Content skills (Students will be able to...)
 - 5. Regents Core Curriculum performance indicators (Regents courses only)
 - 6. Common Core Learning Standards
 - 7. Key terms/vocabulary
 - 8. Student activities and resources
- k. Assessments (both formative and summative)
- l. Modifications to instruction (struggling learners, advanced learners, and ELL's)
- m. In late September/early October, teachers administered and analyzed a pre-diagnostic assessment given to all students. This allowed for teachers to form instructional decisions about student strengths and needs, determine thoughtful and flexible grouping and identify students ready for advanced instruction. In addition, teachers will be able to identify specific academic gaps in student understanding, identify target students and implement teaching strategies and framework to assist struggling students. Teachers

will continually monitor student progress by examining their work during weekly Inquiry Team meetings. Teachers will look closely at evidence from their own practice and make meaningful changes in their pedagogy to improve student academic success.

- n. Students have been required to complete two Common core projects per year. The culminating tasks for the Fall and Spring semesters can either be an argumentative essay in which students analyze grade-level text or a formal lab report based on an experiment the student performed. Teachers will assess these projects using a common argumentative, informational or formal lab report rubric.

4. Social Studies

- a. The Social Studies Department will implement strategies to insure that instruction in each course is aligned with the Common Core State Standards, and to insure that instruction is delivered using strategies that fulfill the requirements of the standards. Teachers will work in teams to design units, tasks, and assessments that infuse the teaching of reading and writing into Social Studies content areas. In Social Studies classes, students will read complex text material. They will focus on interpreting the material and the author's purpose for writing the material. They will cite specific textual evidence and analyze it. Students will evaluate visual, quantitative, and technical information. Youngsters will evaluate and synthesize information from a broad range of academic sources, and they will learn to read and to comprehend complicated historical texts and documents. In terms of writing, students will continue to develop writing skills as they build on writing argumentative pieces, and as they learn to write evaluative pieces. They will continue to develop claims and counter claims, and they will continue to cite sections of texts to support their evaluations and their arguments. And, students will continue to learn to provide concluding statements that support the evaluations and arguments presented.
- b. During the 2013/2014 school year, Social Studies teachers will continue to participate in professional development. The department will specifically focus on designing comprehensive instruction, using questioning strategies to drive instruction, and using technology to create interactive instruction.
- c. Teachers will work with the Teacher Center and with staff developers to continue to create Common Core activities and assessments. The department will also work to design a curriculum for an interdisciplinary course. The course will focus on developing the connections between Social Studies and English. Units of study will be designed in conjunction with the curriculum.
- d. In order to accomplish this, the department will do the following:
 - e. Assess student reading and writing ability based on selected CCSS, including RHI, 6,8, 22 and WH 1a-e.
 - f. Teachers will work in teams to design pre-assessments, tasks, and units and post-assessments in U.S. History and in Global History.
 - g. Pre-assessments and post-assessments will be graded using a rubric aligned with the CCSS.
 - h. Students will be familiarized with rubrics and they will receive copies of them.
 - i. Literacy/content units and tasks will be designed to improve student weaknesses.
 - j. Based on their scores, each student, with the assistance of a teacher, will again identify 2 literacy weaknesses in reading and writing. They will work to strengthen those weaknesses, during the course of the semester.
 - k. A performance task will be completed by students, and it will also be graded based on a rubric. Students will again receive copies of the rubric.
 - k. Post-assessment tasks will be completed and graded

- l. Students and teachers will again discuss progress towards goals to determine student progress, strengths, and weaknesses.**
- m. In order to promote interdisciplinary and higher level learning Franklin Delano Roosevelt High School will pilot an interdisciplinary program with the cooperation of two teachers (1 English Teacher, and 1 Social Studies Teacher). The English class will be an E5 (11th Grade) and the History Class will be an H5 (11th Grade) United States History class. Both teachers will cooperate to create curriculum, lessons, assignments, activities, and projects to represent an interdisciplinary approach to learning. Reading of literary text, informational text, and writing assignments will mirror each other in both classes but will be looked at from both the literary and historical viewpoints.**

B. Key personnel and other resources used to implement each strategy/activity

- 1. 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:**
 - a. Curriculum Mapping**
 - b. Integrated Co-Teaching**
 - c. Common Core Standards**
 - d. Technology**
 - e. ELL Strategies Methodologies**
 - f. SESIS**
 - g. Differentiated Instruction**
 - h. Alternative Assessments**
 - i. Learning Styles**
 - j. Inquiry Teams**
 - k. Data-Driven Instruction**
- 2. 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.**
- 3. Subject Assistant Principal's will facilitate the development of curricula in their respective subjects.**
- 4. Teachers will continue to work in their Inquiry Teams analyzing student work, and restructuring and designing their practice.**
- 5. The school has partnered with Educational Consultant, Brienza Academic Advantage for its ELT Program who will deliver small group instruction to selected students at F.D.R. High School. The program will begin in the Spring Term 2013-2014 and run through June 2014. 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.**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Teacher-developed units of study aligned to the Common Core, including tasks, activities, and rubrics will be created.**
- 2. 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.**
- 3. Common Core-aligned curricula will include multiple entry points for all school learners including Students with Disabilities and English Language Learners.**
- 4. 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.**
- 5. 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 2013-2014 and run through June 2014. 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.**

D. Timeline for implementation and completion including start and end dates

- 1. All instructional units designed around Common Core-aligned work has already begun since the beginning of September 2013 and will continue until**

June 2014.

2. Curriculum development for the English/Social Studies interdisciplinary pilot has begun and will be ready for implementation for the Spring 2013-2014 school term.
3. Franklin Delano Roosevelt's UFT Staff Developer continually works throughout the school year.
4. A.U.S.S.I.E. Professional Developers started working with teachers in September 2013 and will continue their work until the Spring Term June 2013-2014.
5. Brienza Academic Advantage will commence their work in the Spring Term beginning in February 2014 and will run until June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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 2014 and run through June 2014. 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.
2. 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.
3. 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.
4. Priority/Focus funding will be utilized to fund the curriculum writing for the English/Social Studies Interdisciplinary Pilot classes. This funding will also include the purchasing of supplies such as books, and secretary hours to process purchasing and per session for teacher curriculum writing.
5. 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

“While departmental supervisors frequently observe classrooms, consistently providing critique, commendations, and recommendations using the Danielson framework as a means to encourage teachers in their professional practice, the accuracy and specificity contained within observational feedback remains inconsistent and typically disconnected from teachers’ previous observations. Therefore, school leaders are limiting their ability to identify patterns, trends, and the support structures necessary to elevate teachers in their instruction. Written observation feedback often fails to convey the significance and impact of the teaching strategies for which teachers are being commended, which results in their implementation occurring in isolation of clearly articulated benefits, significance, and impact. Thus, teachers receive feedback that remains discrete from their ongoing observations and prevents a deeper understanding of the long-term advantages of

implementing specific strategies, tools, or programs.”

Review Type:	DQR	Year:	2012-2013	Page Number:	Page 6	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014 Franklin Delano Roosevelt High School will improve teacher effectiveness resulting from 100% of teachers being observed as part of targeted, cycles of observations using the NYCDOE ADVANCE system, assuring that all will develop a shared understanding of instructional excellence, and provide our students with the necessary skills to become college and career ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Franklin Delano Roosevelt High School will improve teacher effectiveness resulting from 100% of teachers being observed as part of targeted, cycles of observations the ADVANCE system, assuring that all will develop a shared understanding of instructional excellence.

1. The Principal and Assistant Principals will continue to conduct frequent cycles, of informal, and formal observations utilizing the Charlotte Danielson Framework for Teaching as required in the New York City Department of Education’s ADVANCE system for each teacher, that will articulate clear expectations and provide meaningful feedback. The Principal will observe and work with probationary and tenured teachers.
2. A UFT Professional Developer in providing support to teachers in this goal of improving teacher effectiveness.
3. Both informal/formal observations will utilize a Framework for Teaching research-based rubric on the following competencies:
 - A. Planning and Preparation
 1. Demonstrating Knowledge of Content and Pedagogy
 2. Demonstrating Knowledge of Students
 3. Setting Instructional Outcomes
 4. Demonstrating Knowledge of Resources
 5. Designing Coherent Instruction
 6. Designing Student Assessments
 - B. The Classroom Environment
 1. Creating an Environment of Respect and Rapport
 2. Establishing a Culture for Learning
 3. Managing Classroom Procedures
 4. Managing Student Behavior
 5. Organizing Physical Space
 - C. Instruction
 1. Communicating with Students
 2. Using Questioning and Discussion Techniques
 3. Engaging Students in Learning
 4. Using Assessment in Instruction
 5. Demonstrating Flexibility and Responsiveness

D. Professional Responsibilities

1. Reflecting on Teaching
2. Maintaining Accurate Records
3. Communicating with Families
4. Participating in the Professional Community
5. Growing and Developing Professionally
6. Showing Professionalism

4. Franklin Delano Roosevelt High School will collaborate with Children’s First Network (CFN 405) and its ADVANCE Talent Coach to engage in professional development around the Framework for Teaching and improving practice. Professional Development will consist of working with the school’s supervisory staff as they conduct the formal and informal observation process, observing classrooms as a supervisory team to practice norming of the rating process, and allowing future teacher leaders to participate in embedded school and outside PD provided by the Talent Coach. This will help facilitate the entire pedagogical staff in developing a shared understanding of the teacher-effectiveness rubric, to identify areas on which to focus and actively pursue professional growth.
5. 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.
 - a. Analyze student work to adjust teaching practice and instructional planning.
 - b. Plan Common Core aligned units to gain familiarity with key instructional practices.
 - c. Plan for shifts in instruction.
 - d. Deepen their understanding of the rubric.
6. 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.
7. 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.
8. To strengthen classroom instruction varying forms of professional development will be addressed to concentrate on areas of concern.
 - a. More than 39% of our student population is made up of English Language Learner’s (ELL’s). Priority/Focus funding has been set aside for ELL professional development.
 - b. With the growing numbers of Integrated Co-Teaching classes at our school, Priority/Focus funding has been set aside for ICT professional development.
9. Common Core Professional Development. A.U.S.S.I.E. Professional Developer’s are being contracted to conduct this professional development.
 - a. The PD will allow teachers to develop unit plans and lesson plans aligned to the Common Core. This planning will take place jointly with the A.U.S.S.I.E. developers as facilitator’s.
 - b. Once unit plans are created, lessons will be executed with the PD provider observing the classroom instruction.
 - c. A briefing will follow to measure the success of the plan and lesson, and work on adjustments to the instruction when needed.
 - d. A.U.S.S.I.E. will provide a specialized developer for each subject area. Each subject areas (Mathematics, Science, Social Studies, English, ESL, Health/Physical Education, and Special Education) will participate in this professional development.

B. Key personnel and other resources used to implement each strategy/activity

1. At Franklin Delano Roosevelt High School the Principal and 8 Assistant Principal’s of Subject Area Supervision will conduct the frequent cycle of teacher classroom observations.
2. CFN 405 Talent Coach will continue her embedded professional development with our school.
3. The UFT Professional Developer will continue to work providing PD, operating the UFT Teacher Center, and providing a “model classroom” for all teachers.
4. ELL and ICT professional developers are TBD.
5. A.U.S.S.I.E. Professional Developer’s are being contracted for Common Core Professional Development.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

1. 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.
2. Through post-observations and frequent feedback from these observations, teachers will be able to reflect upon their teaching and impact on student learning.
3. Teacher Inquiry spaces will be monitored to evaluate the progress and successes of inquiry work.
4. The measure of teacher effectiveness will be:
 6. The progress teachers make in rising into and maintaining their teaching in the high ends of the Teacher Effectiveness Competency levels.
 7. 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.
5. 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.
6. 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.
7. 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
 - SESIS
 - Differentiated Instruction
 - Alternative Assessment
 - Behavior Management
 - Learning styles
 - Inquiry Teams
 - Data-driven instruction
 - Working with paraprofessionals
 - IEP writing and implementation
 - Transition/Career Counseling

D. Timeline for implementation and completion including start and end dates

1. The frequent cycle of observations conducted by the Principal and Assistant Principal's began in early September 2013, and will continue through June of 2014. Through the NYCDOE ADVANCE system, teachers have all chosen their methods of observations, and each teacher is in the second or third round of the observation cycle.
2. The UFT Professional Developer has since September 2013 provided embedded professional development, and will continue through June 2014. The UFT Center is open to all teachers throughout the entire school day on a daily basis. The UFT Professional Developer uses her classroom as a "model classroom" where all teachers are welcome to come to.
3. Franklin Delano Roosevelt High School's Administrative Staff has worked with CFN 405 Talent Coach on embedded Teacher Effectiveness professional development 4 times since September 2013 as an entire group. The Talent Coach has also worked with several Assistant Principal's on individual issues. The Talent coach will continue to work with staff through June 2014.
4. ELL and ICT Professional Development will commence in the Spring Term 2013-2014.
5. A.U.S.S.I.E. Common Core Professional Development is being contracted at this point and will commence in the spring Term 2013-2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Tax Levy funding sources will be used to fund Assistant Principal's as they conduct their teacher evaluations.
2. Title 1(SWP) will use to fund a UFT Professional Developer in providing support to teachers in this goal of teacher effectiveness
3. 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.

4. Priority/Focus funding has been set aside for ELL professional development.
5. Priority/Focus funding has been set aside for Special education ICT professional development.
6. Priority/Focus funding has been set aside for A.U.S.S.I.E. Common Core professional development. A.U.S.S.I.E. will be contracted to work for 65 days.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"While documentation of the school's goals is evident in multiple forms, students and teachers were uncertain of the role their counterparts played in the development and communication of their impact to the broader school community. Consequently, the school's goals remain disconnected from the very constituents they are intended to support and whose role could significantly impact their implantation and execution. Given the inherent desire of both students and teachers, apparent throughout the review, to support the school's improvement, there exists multiple opportunities for these critical stakeholders to be meaningfully involved in the goal setting process and in conveying their need and impact thus increasing the ownership from within the school as a whole"

Review Type:	DQR	Year:	2012-2013	Page Number:	Page 7	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

The Guidance Department at Franklin Delano Roosevelt High School will conduct monthly guidance lessons based on cyclic building concerns. Counselors will develop and conduct groups to address students' needs, and providing them with the necessary skills to cope with a myriad of social and emotional issues faced by young adults.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Counselors will collaboratively develop lessons that address identified student needs. Lessons include activities such as group discussion, questions, and answers, fact or myth, true or false, etc.
2. Guidance Counselor lessons are being prepared with materials gathered from the Human Resources Media curriculum. The curriculum contains guidelines to prepare lessons, activities, worksheets, pre and post tests, as well as video media for classroom use.

3. Guidance Counselors are supplementing instruction by preparing Power Point presentations for classroom instruction focused on coping skills.
 4. The following is an outline of the Guidance Counselor Planning Workshops that commenced in October 2013 and continue through May 2014:

<p>October 2013 Freshmen <i>Intro to HS</i></p> <ul style="list-style-type: none"> • RC/Transcripts/ Credits • Matriculation requirements • Where do I go? <p><i>Intro to Teenage Years</i></p> <ul style="list-style-type: none"> • Show HRM DVD “Am I Normal? Teens and Emotional Health” • Discuss post-test • Inform students of resources <p>Rationale: orient student</p>	<p>November 2013 All levels <i>Bullying</i></p> <ul style="list-style-type: none"> • Do an activity gauging students' knowledge on the topic (definition) • Show HRM DVD "I was Cyber bullied" • Discussion on what we learned and what to do <p>Sophomores and up <i>Bullying</i></p> <ul style="list-style-type: none"> • Show HRM DVD "Teen Truth: An Inside Look at Bullying and School Violence" • Discussion/reflection <p>Rationale: Set the tone for the year early on and educate students on bullying and what they can do</p>	<p>December 2013 All levels <i>Depression</i></p> <ul style="list-style-type: none"> • Poll students with Pre-test • Show HRM DVD “Teen Depression: Signs, Symptoms and Getting Help” • Discuss what we learned and resources <p>Rationale: Holiday season may intensify feelings of sadness/depression</p>	<p>January 2014 All levels <i>Anger</i></p> <ul style="list-style-type: none"> • Show HRM DVD “Blow-ups and Rages: Learning to manage your anger” • Poll students • Discuss triggers, cool-down techniques, effective communication, and consequences • Resources <p>Rationale: High prevalence of angry outbursts in school/home. Many students have expressed difficulty coping with anger and managing it</p>
<p>February 2014 All levels <i>Alcohol</i></p> <ul style="list-style-type: none"> • Show DVD on alcohol education • Discuss reactions and effects of alcohol on the body and brain, consequences/dangers of drinking, and peer pressure to drink • Resources <p>Rationale: With spring break approaching the incidence of alcohol</p>	<p>March 2014 All levels <i>Drugs</i></p> <ul style="list-style-type: none"> • Bring in guest speaker to discuss the dangers of drug abuse • Conduct a group discussion about myths and facts, consequences, and peer pressure <p>Rationale: Topic goes hand in hand with alcohol</p>	<p>April 2014 All levels <i>Stress</i></p> <ul style="list-style-type: none"> • 5 minute “Do Now” as students enter (four survey charts posted around the room with a question to answer on each) • Show HRM DVD “Stress: The Good, the Bad, and the Healthy” • Discuss reactions to the video 	<p>May 2014 All levels <i>LGBT</i></p> <ul style="list-style-type: none"> • Show Anthony Wilkinson video • Discussion • Handout- thoughts/reflections (collect back) <p>Rationale: Educate our students on the LGBT community and teach tolerance</p>

consumption increases		Rationale: Many students' stress levels rise this month as they cope with grades, grade promotion, graduation, college responses, etc.		
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5. Guidance Counselors will also collaborate with the English Department to develop follow up activities that incorporate the Common Core Standards.
6. A special Response to Intervention (RTI) Inquiry Team has been established at Franklin Delano Roosevelt High School. RTI supports much of the work currently being done in our school to strengthen instruction for all students and provide targeted intervention for students demonstrating patterns of concern. The use of RTI will build upon the Academic Intervention Services (AIS) that our school has been providing; it is also closely aligned with both our citywide instructional expectations and the goals of our Special Education reform, setting high expectations for all students, providing multiple access points into the curriculum, and multiple ways of demonstrating understanding, and serving all students in the least restrictive environment appropriate.
 - a. Our Inquiry Team consists of a teacher from each of the content areas.
 - b. This supports our goals which are two-fold.
 - As a school we wish to build capacity among our teachers in using strategies that will create a classroom atmosphere that encourages student learning.
 - The Inquiry Team will be dealing with individual students, suggesting to teachers research based pedagogical support for the skills and strategies students require to successfully master the core curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance counselors will prepare and conduct lessons.
2. Guidance Counselors will cooperate with the English Department in infusing Common Core strategies into their lessons and instruction.
3. The RTI Inquiry Team will consist of 7 teachers, and Assistant Principal, and our school Data Specialist.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. For Guidance counselor lessons, each lesson will contain summative evaluation tools. In addition guidance counselors have developed an evaluation questionnaire to assess the program.
2. Through our cycles of teacher classroom observations the planning and instruction will be monitored for success and improvement.
3. Through formative and summative classroom assessments teachers will be able to evaluate the success of their instructional initiatives

worked on during RTI Inquiry meetings.

4. Each presentation will end in an evaluation form which will receive a Likert Rating of 3.5 or higher.

D. Timeline for implementation and completion including start and end dates

1. Guidance Counselor Lesson Planning has commenced in October 2013, and planning and classroom visits will continue through June 2014.
2. The Response to Intervention (RTI) Inquiry Team has commenced to meet in October and will continue until June of 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Priority/Focus funding has been set aside for Guidance Counselor Lesson Planning. A total of 50 Guidance Counselor hours will be provided.
2. Priority/Focus funding has been set aside for the special Response to Intervention (RTI) Inquiry Team. The group consists of 7 teachers, 1 Assistant Principal, and our schools Data Specialist who will meet for a total of 30 weeks. Teachers will work and be compensated to work on the RTI Inquiry Team during their preparation periods.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI		PF Supporting Great Teachers & Leaders		

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"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."

Review Type:	NYC Quality Review	Year:	2011-2012	Page Number:	Pages 6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

By June 2014 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:

1. Student Learning
2. Communication
3. Community
4. Collaboration

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

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. 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 Gradebook has been implemented for the 2013-2014 school year.
2. To support and expand the use of PupilPath by our teachers, Franklin Delano Roosevelt High School will use purchase the following equipment. It is our feeling that this equipment will enhance our stated goal and also create empowerment in our goal to strengthen the idea of creating great teachers and leaders.
 - a. 40 (5 packs) of Lenovo X131e Standard Educational Laptops.
 - b. A Parent Outreach Program 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)
 - c. The Parent Coordinator 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.
 - d. To foster further development of a partnership between our school and parents, we will be hosting an Open House Evening for all incoming 9th 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.
 - e. 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 daily Monday through Thursday. Among their approaches to encourage parental involvement are:
 1. 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.
 2. Provide translation services
 3. Assist parents in navigation of the school system.
 4. Continually create a warm welcoming environment for parents. Spear-heading this initiative is the school's Parent Coordinator.
 5. Parental workshops on the use of computers.
 6. Workshops on navigating Pupilpath.
 7. With the collaboration of the Parent Coordinator and ESL/Foreign Language Assistant Principal, ESL classes are being offered in our Evening Parent Academy.
 8. A monthly parent newsletter is posted on the school website.
 9. Phone-Master messages go out to parents in different language to inform parents of school events and upcoming important school dates.
3. The school has purchased Pupilpath Gradebook (educational software) for all Franklin D. Roosevelt teachers, as well as professional development provided by Datacation the company of PupilPath.
4. The school will 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.
5. The school will purchase 40 (5 packs) of Lenovo X131e Standard Educational Laptops to expand and support the use of PupilPath by teachers.0

B. Key personnel and other resources used to implement each strategy/activity

1. 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.
2. One Assistant Principal and Guidance Counselor will work with our evening Parent Outreach Program.
3. Our Parent Coordinator funds will allow our Parent Coordinator to act as our head liaison with our parents.

4. The school will purchase software Pupilpath Gradebook for use by all school faculty, along with professional development provided by Datacation the owner of PupilPath.
 5. Our 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.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By June 2014 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, Community, and Collaboration
This will result in the increase in parental participation at PTA Meetings by 5%.
 2. To reach the above target goal, and evaluate its progress and impact, the school will monitor:
 - a. the attendance of parents at PTA Meetings, Parent-Teacher conferences
 - b. the number of parents participating in the use of PupilPath
 - c. the number of contacts made by the Parent coordinator in reaching out to address parental concerns
 - d. the number of contacts made to parent during the Parent Outreach Program
 - e. meeting with the Chinese-American Planning Council and discussing their work with our Asian student population and their families
- D. Timeline for implementation and completion including start and end dates**
1. All pedagogical staff and Administrator's began using PupilPath in early September 2013 and will continue to utilize its Gradebook until June 2014.
 2. All staff has participated in professional development in the use of PupilPath, and is given the opportunity for further development at their request throughout the school year.
 3. The Chinese-American Planning Council began its work with FDR High School in September and will continue the work through June 2014.
 4. The Parent Outreach Program began in September 2013 and will continue through June 2014.
 5. The Evening Parent Academy coordinated by the Assistant Principal ESL/Foreign Language, and assisted by the Parent Coordinator began in September 2013 and will continue through June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Tax Levy Parent Coordinator funds will be utilized.
 2. Title 1 (SWP) funds will be used for our evening Parent Outreach Program assistant principal and guidance counselor.
 3. Tax Levy Blueprint funding will be used to purchase Pupilpath Gradebook (educational software), along with professional development provided by Datacation the owner of PupilPath.
 4. The Chinese-American Planning Council has secured a grant to work with the school from the Department of Youth and County Development.
 5. Priority/Focus Parent Engagement funding will be used to fund our 9th Grade Parent Open House.
 6. Priority/Focus Parent Engagement funds will also support school personnel in the assistance of parents on signing onto PupilPath during the schools Open House.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

To raise the achievement level of selected mainstream students, ELL students, and special Needs students in mathematics, English Language Arts, Social Studies, and Science through an expanded learning time program. To provide professional development to teachers which addresses skills and strategies in delivering instruction to small groups.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

- **Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

ELT strategies will include expanded learning time services to selected students in a small group setting using researched based instructional strategies and differentiating instruction to meet the varied student needs in each group including special needs students and ELL students. Pre-service professional development to address strategies and methods in providing instruction to small groups is needed for teachers. Pre and post tests are to be administered with the results shared with school leaders, parents, and program teachers. An educational plan based on the student's pre test will be developed for each student and shared with school leaders, and parents. A site supervisor will be needed for all sessions to model lessons, view lessons, and address any issues which may arise. All curricula will be aligned to Common core State Learning Standards and keyed to each student's educational plan.

- **Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

Franklin Delano Roosevelt High School will partner with Brienza Academic Advantage who will supervise and select 10 teachers from our school to participate in this expanded learning time program.

- **Identify the target population to be served by the ELT program.**

Selected students in grades 9 through 12, approximately 150 or more students, for an expanded learning time program in all literacy areas and all mathematics levels after school and/or Saturdays.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century		Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

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Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

- **Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

- **If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

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ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

3. **Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

Brienza's Academic Advantage will coordinate and manage a comprehensive program for students selected to participate in the Expanded Learning Time program. Selected teachers will receive an in-depth pre-service professional development in methods of delivering instruction to small groups which will include differentiating instruction, using mathematical manipulatives, using the workshop model, using literacy reinforcement with read alouds, and using Brienza's proprietary curriculum which is aligned to Common core Learning standards. Supplemental materials are

provided to enhance the delivery of instruction and address the learning needs of all students. For ELL students additional curricula such as English Now, a nationally recognized standards based language acquisition curriculum will be utilized.

4. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Initially, a pretest is administered that will assess each student's strengths and weaknesses. After scoring and reviewing the results of the pretest, teachers will develop an educational plan for each student which will be shared with school leaders and parents. As the program progresses, school leaders and parents will receive progress reports. Parents will be invited and encouraged to discuss the progress of their child with program teachers. There will be a site supervisor whose responsibility will be to view lessons, confer with school leaders, meet with parents, solve any issues which may arise, ensure the timely distribution and acquisition of instructional materials, maintain attendance data, and facilitate the distribution of all reports. Students will be placed in groups of up to 15 based on their assessments and in consultation with Brienza and the school's administration. Parents will be immediately notified of their child's absence from the program so to ensure the student's safety. Brienza's proprietary curriculum will be given to each student to keep at the close of the program. It will serve as a guide for the student and has embedded test preparation material which will strengthen his/her testing ability.

5. Describe how the ELT program will address the unique learning needs and interests of all students.

Pre-service training provided by Brienza Academic Advantage will review differentiated instruction and its application to tutoring a small number of students in the mainstream, special needs, and ELL populations: how to use manipulatives in the furtherance and enhancement of teaching and learning; how to interpret data and develop educational plans, how to use Brienza's proprietary curriculum as a guide to instruction, how to use read alouds in literacy instruction, and understanding the procedures and methods to implement a successful Expanded Time Learning program. Brienza's program site supervisor will visit each class to assist the teacher in delivering an effective lesson based on information given in the workshops. Brienza and Franklin Delano Roosevelt's administration to ensure that the methods and styles of the Expanded Learning time program are consistent with the day's instructional program.

6. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
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7. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

All permits, required paperwork, documents, reports, and related information will be stored in a secure computer system. Documents such as attendance and emergency home contact cards are maintained in a secure locker at the school. With the approval of the Office of Food Services, snacks will be served to participating students. A Brienza staff member will make home contacts to report student absences to the program, In addition, Franklin Delano Roosevelt's Parent Coordinator who is in attendance for our in-school Parent Evening Academy and Saturday Literacy Program will also continually make home contacts. Teachers will also utilize Skedula/PupilPath to maintain contact with the parents of participating students. Incentives for perfect attendance might include extra credit for participation.

8. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Partnering with Brienza Academic Advantage will help us meet our responsibility in providing interventions for students who need support services. Small group instruction will be delivered to selected students. Small group instruction will use research based instructional strategies to meet the varied needs of participating students. Small group instruction will take place on Saturday's. Days and times of program services will be developed in conjunction with Brienza and school leaders. Times will conform to the school calendar, space availability, and other programs.

9. Are you using an ELT provider procured using the MTAC process?	X	Yes		No
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10. Describe how you are evaluating the impact of the ELT program on student achievement.

The success of the ELT Program will be judged on how successful the students selected to the program perform on the standardized Regents Examinations. Franklin Delano Roosevelt is setting the goal of 60% of the students participating in the program will pass the Regents Examinations in 2014 for the content areas. In addition, evaluation of progress reports for each student will be monitored by both Brienza Academic Advantage and Franklin Delano Roosevelt High school for success.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p><u>Achieve 3000-</u> This program is a data-driven internet standard based program that helps to build the reading comprehension skills of struggling ELA and ELL readers.</p>	<p>It is done through a “Whole Class” model, but students are encouraged to work on segments of the program individual</p>	<p>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)</p>
	<p><u>RCT/Regents Prep Classes-</u> is offered to students taking RCT/Regents exams</p>	<p>RCT/Regents Prep is offered to students taking RCT/Regents exams through Whole Class Instruction.</p>	<p>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</p>
	<p><u>ELL/Bilingual Students-</u> Those ELL and bilingual students identified as having a disability receive ESL services as per their IEP to address students’ language needs.</p>	<p>All bilingual students, as per the IEP receive mandated services from an alternate placement paraprofessional to address the student’s language needs through small group instruction</p>	<p>Conducted on an ongoing basis during the school day</p>

<p>Mathematics</p>	<p><u>AMP Math</u>- A system that incorporates math as a support to the current general education math curriculum</p> <p><u>Saturday Literacy Academy</u>- Students have a choice to attend the Math Department’s Literacy Academy to work on Destination Math</p> <p><u>RCT/Regents Prep Classes</u>- RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	<p>Instruction is conducted online and through one-on-one, and whole group instruction</p> <p>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 through Whole Class Instruction</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>Science</p>	<p><u>Achieve 3000 Biology</u>- Support incoming students in Science literacy</p>	<p>The “Whole Class” model is used while encouraging student individual work with the program as well</p>	<p>During the school day.</p>
	<p><u>Earth Science</u>- 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>Offered in a small classroom instruction.</p>	<p>Ongoing basis (each semester)during the school day</p>
	<p><u>Living Environment</u>- 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>Offered through whole class instruction.</p>	<p>Ongoing basis (each semester) during the school day</p>
	<p><u>RCT/Regents Prep classes</u>- RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	<p>RCT/Regents Prep is offered to students taking RCT/Regents exams through Whole Class Instruction</p>	<p>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</p>
<p>Social Studies</p>	<p><u>RCT/Regents Prep Classes</u>-</p>	<p>RCT/Regents Prep is offered to</p>	<p>Offered each semester during our</p>

	<p>RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	<p>students taking RCT/Regents exams through Whole Class Instruction</p>	<p>Saturday Literacy Program. (3 hours per each session for 10 weeks)</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Related Service Guidance- 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.</p> <p>School Psychologist Services- School psychologist, along with the IEP team evaluate students recommended initial, triennials, and requested reviews.</p>	<p>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.</p> <p>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 &</p>	<p>Ongoing one-on-one during the school day</p> <p>Ongoing during the school day</p>

	<p><u>Social Worker Services-</u> Social Worker meets with parents and students to discuss their due process rights.</p>	<p>3 services</p> <p>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.</p>	<p>Ongoing during the school day</p>
	<p><u>At Risk Health Related Services-</u> School nurse or paraprofessionals provide services that are designed to address a child's specific health needs.</p>	<p>As documented by the student's physician and reflected on the IEP, to ensure a safe educational environment.</p>	<p>Ongoing during the school day</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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.**

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The following is a listing and description of ongoing Professional Development provided at Franklin Delano Roosevelt High School on an ongoing basis:

- **Promethean training provided by CDW will be provided for 18 days from September-May. This training is provided to all new teachers, teachers who had a Promethean Board recently installed in their classrooms, and for teachers who volunteer for one-on-one sessions to expand their skills in using the Promethean Board. Fifteen new Promethean Boards were purchased and delivered at the end of the 2012-2013 school year. Teachers who teach in these classrooms need an orientation session familiarizing them with the mechanics of using the board. In addition, teachers who never used a Promethean Board need professional development on enriching classroom instruction with the use of technology. On our 2012-2013 DQR it was noted that our school needs to strengthen instructional practices through strategies that engender greater levels of student participation. The use of technology was inconsistently reflected across classrooms. Teachers that have received PD in the past will follow up with CDW's Promethean representative to schedule a one-on-one consultation. Our UFT onsite Professional Developer provides follow-up support in our UFT Teacher's Center. A survey will be provided to participants to gauge their views. In addition, classroom observations look for evidence of the impact of this PD on instructional practice and student outcomes.**
- **Skedula/PupilPath PD is offered by Datacation. Training was provided to the staff in September and October. Additional monthly training dates TBD. Skedula/PupilPath training has been provided to all teachers, Guidance counselors, and Assistant Principals. Our data indicates that although FDR HS has purchased an account with Skedula/PupilPath, staff members were not utilizing the program to its greatest capacity. A Principal's decision was made to mandate the use of the Skedula Gradebook for all teachers. One of our SCEP Goals recognizes the need to increase parent involvement by providing parents with instant feedback on their child's academic progress. This is also aligned to Charlotte Danielson's Domain 4 focusing on Professional Responsibility, maintaining accurate records, and communicating with families. The UFT Teacher Center is involved in all Skedula professional development in order to provide daily one-on-one**

support to staff members. The Parent Coordinator is employed to promote parental use of Skedula to extract information on their child. In addition our students have been introduced in how to log onto Skedula/PupilPath to obtain their schedule of classes and record of progress. A feedback form will be provided to participants to gauge their views. In addition, administrators will explicitly look for evidence of the impact of the use of Skedula on student outcomes and parent involvement.

- **Inquiry/Teacher Team Development** training takes place every six weeks. Inquiry Teams meet every Friday from September-June. The PD is offered to Teacher Team Leaders. Teacher Teams documented inquiry work in different ways during the last school year. In order to create a uniform method of documenting Teacher Team work and provide guidance with the Inquiry Cycle. Team leaders will be trained to turnkey relevant inquiry information. This is aligned to Charlotte Danielson’s Domain 4 Professional Responsibilities, specifically teacher reflection through collegial conversations and teachers participating in a professional community through inquiry. Each team will be supervised more closely by a supervisor or administrative team member. The UFT Teacher Center professional developer circulates during teacher team meetings to reinforce the use of teacher team material and provide guidance with the Inquiry Cycle. A survey will be provided to participants to gain feedback. In addition, administrators will explicitly look for evidence of this PD during Teacher Team Meetings.
- **iPad Training** provided by Apple with dates TBD. The training by Apple will be provided to teachers who designed our Magnet Program electives last school year. Several departments that created magnet course electives are utilizing iPads in their instruction. Teachers of these courses need extensive training on the use and implementation in the classroom. One of our 2012 SCEP goals was to increase the level of electives offered at FDR HS to reflect college and career readiness. Our IT personnel will also provide supplementary support in the use of the iPads. A survey will be provided to participants to gauge their views. In addition, observations explicitly look for evidence of the impact of this PD on instructional practice and student outcomes.
- **Developing Literacy Throughout the Content Areas** PD will be provided by Ms. Helen Murray of Frank Cunningham Consultancy Inc. six days throughout the school year. The PD will be offered to Grade-level academy teachers. With approximately a third of our student body consisting of ELL students, our mission to develop literacy skills is always our goal. According to the N.Y. State Accountability Report (2011-2012) our “Limited English Proficient” students made AYP in ELA and Math. In order to sustain this progress, we implore the need to provide continued support in maintaining literacy levels school wide. We will continue to provide a series of professional development for developing literacy throughout the content areas. In addition, we have hired an F-Status former Assistant Principal of ESL/FL to sensitize newly hired teachers and administrators to the needs of ELL students. A survey will be provided to participants to gauge their views. In addition, classroom observations will explicitly look for evidence of the impact of this PD on instructional practice and student outcomes.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Franklin D. Roosevelt High School Parent Coordinator is funded through Tax Levy Parent Coordinator funding.
- The UFT on site Professional Developer is funded through Title 1 funding.
- An F-Status Assistant Principal providing embedded PD and assistance to instruction in ELL Literacy is funded through Tax Levy Blueprint funding.
- Skedula/PupilPath professional development is funded through Tax Levy Blueprint funding.
- CDW (Promethean World) professional development is funded through Tax Levy Blueprint funding.
- I-Pad professional development is funded through Tax Levy Blueprint funding.
- Ms. Helen Murray of Frank Cunningham Consultancy Inc. providing professional development for Literacy in the Content Areas is funded through Tax Levy Blueprint funding.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

After consultation within subject-area departments, teachers base their decisions on the types of assessments that teachers administer based on what skills are being taught in a particular subject area. Professional Development is provided by:

- CFN 405 Network monthly meetings.

- A.U.S.I.E. Professional Developers are working with the English, Social Studies, and Science departments
- The Mathematics Department Assistant Principal a Common Core Fellow leads professional development for Mathematics.
- An F-Status Data Specialist reviews data with Assistant Principals and teachers.

Samples of multiple assessments include:

- Assess performances using a combination of academic tests and other indicators.
- Assess student learning using a combination of multiple choice and constructed response format test items.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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:
 3. Parent-teacher conferences held twice a year
 4. 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 21st 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:
 5. Attendance
 6. Homework
 7. 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 20	Borough Brooklyn	School Number 505
School Name Franklin Delano Roosevelt High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mr. Steven DeMarco	Assistant Principal Ms. Leonora Florio-Fintz
Coach type here	Coach type here
ESL Teacher Ms. Adrienne Naso	Guidance Counselor Dr. Laura Alvarez
Teacher/Subject Area Mr. Hai Tang Liang/Chinese	Parent Ms. Juliana Egbunam
Teacher/Subject Area type here	Parent Coordinator Ms. Michelle Muñoz
Related Service Provider type here	Other Ms. Enza Ferrantelli/A.P.
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	17	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3165	Total number of ELLs	1250	ELLs as share of total student population (%)	39.49%
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Part II: 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, 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										19	16	8	2	45
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										46	37	29	16	128
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	65	53	37	18	173

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1250	Newcomers (ELLs receiving service 0-3 years)	850	ELL Students with Disabilities	107
SIFE	131	ELLs receiving service 4-6 years	275	Long-Term (completed 6+ years)	125

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 SWD. [?](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	424	26		132	6		37	0		593
Dual Language										0
ESL	426	49	11	143	50	25	88	0	71	657
Total	850	75	11	275	56	25	125	0	71	1250

Number of ELLs who have an alternate placement paraprofessional: 11

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
Chinese										49	127	52	48	276
Spanish										36	32	3	1	72
SELECT ONE														0
TOTAL	0	85	159	55	49	348								

*EP=English proficient student

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																			
SELECT ONE																			0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										57	44	9	20	130
Chinese										112	236	68	419	835
Russian										35	31	9	12	87
Bengali										21	36	17	13	87
Urdu										22	17	12	14	65
Arabic										17	19	8	12	56
Haitian										2	0	0	0	2
French										0	2	0	0	2
Korean										0	0	1	1	2
Punjabi										0	0	0	1	1
Polish										1	1	3	0	5
Albanian										0	3	3	1	7
Other										4	1	2	3	10
TOTAL	0	0	0	0	0	0	0	0	0	271	390	132	496	1289

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										194	209	32	22	457

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										169	147	66	125	507
Advanced (A)										64	85	93	86	328
Total	0	0	0	0	0	0	0	0	0	427	441	191	233	1292

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	373		148	
Integrated Algebra	238	83	134	
Geometry	130		113	
Algebra 2/Trigonometry	80		76	
Math				
Biology				
Chemistry	94		83	
Earth Science				
Living Environment	78	13	41	11
Physics	23		16	
Global History and Geography	185	129	59	87
US History and Government	209	137	55	127
Foreign Language	389		379	
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)	24	12	9	20				
Chinese Reading Test	36	227	201	89				

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Students are initially assessed by the LAB-R and in-house exams in math, English and their native language if they opt for the Chinese or Spanish transitional bilingual program. In addition, teachers have developed, through inquiry teams, base-line assessments for the courses that they teach. The ELL Periodic Assessment is also used in the Freshman Academy. Data has shown that the majority of students enter with low literacy in English and their native language. There is a school-wide drive to promote literacy across all curricula.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Eighty percent of over the counter ELLs entering FDR for the first score in the Beginner level on the LAB-R. On the NYSESLAT, ELLs in the ninth and tenth grades have the largest number of students score at the Beginner level, followed by the Intermediate and Advanced. In the eleventh grade the least number of ELLs scored at the Beginner level. The majority scored at the Advanced level. For twelfth graders, a greater number scored at the Intermediate level than at the Advanced level. Compared to the other grades, ELLs in the twelfth grade had the smallest number of students in the Beginner level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Current data on NYSESLAT modalities was not made available by NYSED for this past year. However, past data has shown that out of the four modalities Listening has been the lowest scoring for the majority of ELLs in the ninth and tenth grades. As grade level increases and years spent in the U.S., Listening scores also increase. Therefore, in the lower levels of ESL, especially the Beginner level, the focus on listening needs to be greatest.

4. For each program, answer the following:
 - a. 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?

ELLs scored best on math Regents. Students taking the Geometry Regents scored better than those taking the Integrated Algebra Regents. The best passing percentage was seen on the Algebra 2/Trigonometry Regents. The English and Global History Regents had the lowest percentages of all the exams.

The results of the ELL Periodic Assessments are used to track progress of ELLs in the Freshman Academy and to drive instruction.

The assessments have shown a need for ELLs to improve their reading and writing skills. The native language is used in bilingual classes and native language classes. Also, bilingual dictionaries and content area bilingual glossaries are available in all classes.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
An interview with parents, the student's educational history/background, and foreign school records are evaluated upon intake to ensure proper credit is granted and placement is appropriate. ELL students in the content area (science and social studies) are grouped together so these students' acquisition of English and content area vocabulary can be more appropriately addressed. Content area teachers receive professional development to help them develop strategies to build the English language skills of ELLs through the content area that they teach. In addition, an inquiry team comprised of ESL teachers and native language arts teachers has been formed to provide recommendations for best practices in developing language. Professional development has also been given to explain the placement process for ELLs and NYSESLAT scores available on ARIS.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs for ELLs is evaluated through a variety of means that include the following: credit accumulation, NYSESLAT scores, the ELE and Chinese Reading test, the ELL Periodic Assessment, Regents and LOTE scores, college and career readiness, and graduation rates. Furthermore, analysis of data from the AMAO Estimator Tool has helped drive instruction.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Students who may be ELLs, 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 to determine ELL status and the proficiency level of students whose home language is not English. Students are then sent to the Foreign Language Coordinator, Mr. Hai Tang Liang, a certified Chinese teacher, and the LAB/BESIS Coordinator, Ms. Adrienne Naso, a certified ESL teacher. There they are given the LAB-R to determine ESL entitlement and status as students with interrupted formal education (SIFE). Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

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 evaluated and placed based on previous courses passed and their score on the 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. While the LAB/BESIS Coordinator administers the LAB-R to the new students, parents read a pamphlet and view the Parent Orientation Video. Both are available in many native languages and provide information on the three program choices. The Foreign Language Coordinator sits with parents and provides further information on the choices available for their children at this school. FDR offers Spanish Bilingual and Chinese Bilingual programs and Freestanding ESL for all students for whom there is no bilingual instruction program available. Parents then select from the programs available and sign a Program Selection Form or an Opt-Out letter. Students are then placed based on their score in the LAB-R and the parent program selection. Students whose parents opt for the Spanish or Chinese Bilingual Program are also given a native language arts (NLA) placement exam and scheduled for NLA classes accordingly. Spanish speaking students also take the Spanish LAB exam. Additionally, within the first ten days of the school year parents are invited to a Parent Orientation Meeting, where the Parent Orientation Video is presented one more time. During that meeting, parents meet with bilingual counselors who offer information on parental options, graduation requirements, Regents exams, New York State English as a Second Language Test (NYSESLAT), school guidelines, services available and calendars of parent and student activities. A group of translators in languages such as Russian, Arabic, Urdu, Bengali and Albanian are also present to offer simultaneous interpretation to parents. At this meeting, the school Parent Coordinator, Ms. Muños is present, as well, and provides parent support information.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].) Entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned directly after over the counter students are initially interviewed and tested by the Foreign Student Coordinator and the LAB/BESIS Coordinator for ELL eligibility and appropriate placement. Forms are securely kept on file by the LAB/BESIS Coordinator in the ELL Student Support Center.

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.
After a review of LAB-R results, parent program selection, prior school records, in-house placement tests in math, English, and native language (Chinese or Spanish), students are placed in the Transitional Chinese bilingual, Transitional Spanish bilingual or Freestanding ESL program by the Foreign Student Coordinator and LAB/BESIS Coordinator. All placements and instructional programs are explained to parents as well as students and any questions they may have are answered. Translators are also available for explanation as needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Given that the ELL register at FDR is so high, student bio and academic information is kept in an Excel data base 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. The ATS eligibility report (RLER) and our ELL data base are compared to ensure that all eligible students are tested. Discrepancies are investigated and corrections are made if necessary. A schedule for the Speaking portion of the exam is made. Classes are assigned a specific date and time over a four week period to report to the auditorium. Stations are set up in the auditorium and students are individually tested by trained teachers. The Listening, Reading, and Writing portions of the exam are administered in the classroom. A special bell schedule is enacted which allows for extended exam time. Students who were absent for one or more parts of the exam are given make ups during the allowed time period.
6. 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.) 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 total of 380 identified ELL have registered at FDR since the beginning of the fall 2012 semester. Parental program choice has been as indicated ahead. Of the 134 Chinese speaking students registered, parents of 83 (62%) of them opted for our Chinese Transitional Bilingual Program; and parents of 51 (38%) of the students registered opted for Freestanding ESL instruction. Of the 49 Spanish speaking students registered, parents of 39 (80%) of them opted for our Spanish Transitional Bilingual Program; and parents of 10 (20%) of the students registered opted for Freestanding ESL instruction. Parents of all of the 197 (100%) students speaking other languages, opted for Freestanding ESL instruction. FDR High School does not offer a Dual Language Program. It is evident that the majority of the Chinese and Spanish speaking parents tend to choose the transitional bilingual education option for their children. Program models at FDR are definitely aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

As a large high school, FDR offers departmentalized instruction, with classes provided in 47 minute periods. 10 periods of instruction are provided from 7:44 A.M. to 4:10 P.M. The Freshman Academy is blocked for ELLs that have scored Intermediate or Advanced on the NYSESLAT. Those classes are homogeneous for both the self-contained ESL classes and the content area classes.

All other ELLs receive self-contained ESL instruction in homogeneous groups and content area instruction is in heterogeneous groups.
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)?

Content area, foreign language and NLA classes are offered in single period classes (47 minutes per class/5 days a week), 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 ELLs are reprogrammed based on spring NYSESLAT scores, and students admitted thereafter are placed according to their LAB-R score. Six semester levels of NLA instruction in Spanish and Chinese are given during one period a day to all students in the transitional bilingual education programs.
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 foster language development and meet the demands of the Common Core Learning Standards.

Instruction in every department is guided by established course outlines that are aligned to the Common Core Learning Standards and reflect Regents skills development. In the transitional bilingual programs, instruction is delivered in the students' native language and English, decreasing the use of the native language as the students' English proficiency improves. In the Freestanding ESL program, delivery of instruction in the content areas is in English with a special emphasis on English language development. Bilingual dictionaries and content area word for word translation glossaries are available. Furthermore, tutoring is offered in every subject and students are continuously referred by teachers or encouraged to participate. Differentiated language instruction and development is addressed, as adequate, in all disciplines.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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 ELLs to develop and maintain literacy in their own language. Through challenging, high quality NLA instruction, ELLs make an easier transition into the second language. ELLs are appropriately evaluated in their native languages through formal and informal classroom assessments that include an initial baseline assessment and additional assessments that are developed according to student needs. Moreover, the Chinese Reading test and a Spanish reading test, El Examen de Lectura en Español (ELE), are given annually.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated by formal and informal classroom assessments. Formal exams are collected and reviewed. Best practices and assessments are discussed to ensure proper evaluation of all four modalities of English acquisition. In addition, through the

inquiry process, teachers develop rubrics and baseline assessments that evaluate all four modalities and subsequent assessments that are differentiated according to the needs of students.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE status of ELLs is determined upon intake, based on prior educational history and students are 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.

Newly arrived students and those who have been in US schools less than three years are scheduled for all the required classes per the level and grade they place in. This is determined by the LAB-R score, when admitted, and by their home country school transcript. The LAB/BESIS coordinator keeps track of student progress and collaboratively with guidance counselors

recommends

academic interventions, as needed. Academic interventions available for all newcomers, as well as all other ELLs, include participation in Peer Tutoring, Homework Club and Saturday Literacy Academy. Parents are continuously informed through

phone

calls and mail of the academic progress of their children. Parents are also invited to visit the Parent Center at FDR, and sign into ARIS and/or Skedula to review their children's educational information.

ELLs who have been receiving services for 4 to 6 years and long-term ELLs, 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

ELLs include participation in Peer Tutoring, Homework Club, Regents Prep and the Saturday Literacy Academy. The

LAB/BESIS

coordinator also works in close collaboration with the testing coordinator to ensure that ELLs 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.

General performance of ELLs reaching proficiency on the NYSESLAT continues to be monitored by the LAB/BESIS

coordinator. A

data base has been created that is updated on a yearly basis. Proficient ELLs 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 ELLs to the school testing coordinator, for testing accommodations to be provided. All testing accommodations for former ELLs

are

provided during two years after proficiency is achieved.

7. 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?

To support learning, teachers take into account UDL principles of differentiating instruction for all students with special needs especially students identifies as-ELLs. Teachers use the following instructional strategies to increase student engagement and understanding of the content.

- Re-wording assignments in simple phrases.
- Scaffold questions and activities to match the student's readiness level

- Provide real life examples when discussing readings or concepts.
- Provide students with test and classroom accommodations such as having work or tests read orally, extra-time, dictation etc.
- Model all activities.
- Use technology (Smart boards, Promethium, & Laptop computers) to engage students in learning both visually and kinesthetically.
- Provide other visuals (photos, pictures, gestures) to support academic work.
- Provide simple graphic organizers, rubrics, and templates to assist in completion of classroom activities.
- Incorporate alternative assessments in the form of projects, presentations, drawings etc.
- Provide native language support to bilingual student in the classroom (Alternate Placement Para).
- Incorporate pre-reading activities to stimulate prior knowledge
- Encourage re-reading of tasks/instructions.
- Provide more time to finish assignments/tests.
- Achieve3000 & myOnReader to provide literature at students reading levels.
- Orton-Gillingham Reading Program to work on basic reading skills.
- Saturday Literacy Program to work on building literacy skills..

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 To enable students to achieve their IEP goals, all ELL students are programmed for two ESL classes. All level 1 15:1 incoming students who read significantly below grade level are programmed for one ESL Orton-Gillingham Reading class to work on their phonemic and decoding skills along with another ESL class. Some bilingual students take ESL classes in the mainstream. All ICT or SETSS students receive ESL services in the mainstream through either an ICT ESL class or mainstream ESL class. ESL students who are classified as having a Speech/Language Impairment also receive Speech Services.

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, Spanish			
Social Studies:	Chinese, Spanish			
Math:	Chinese, Spanish			
Science:	Chinese, Spanish			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

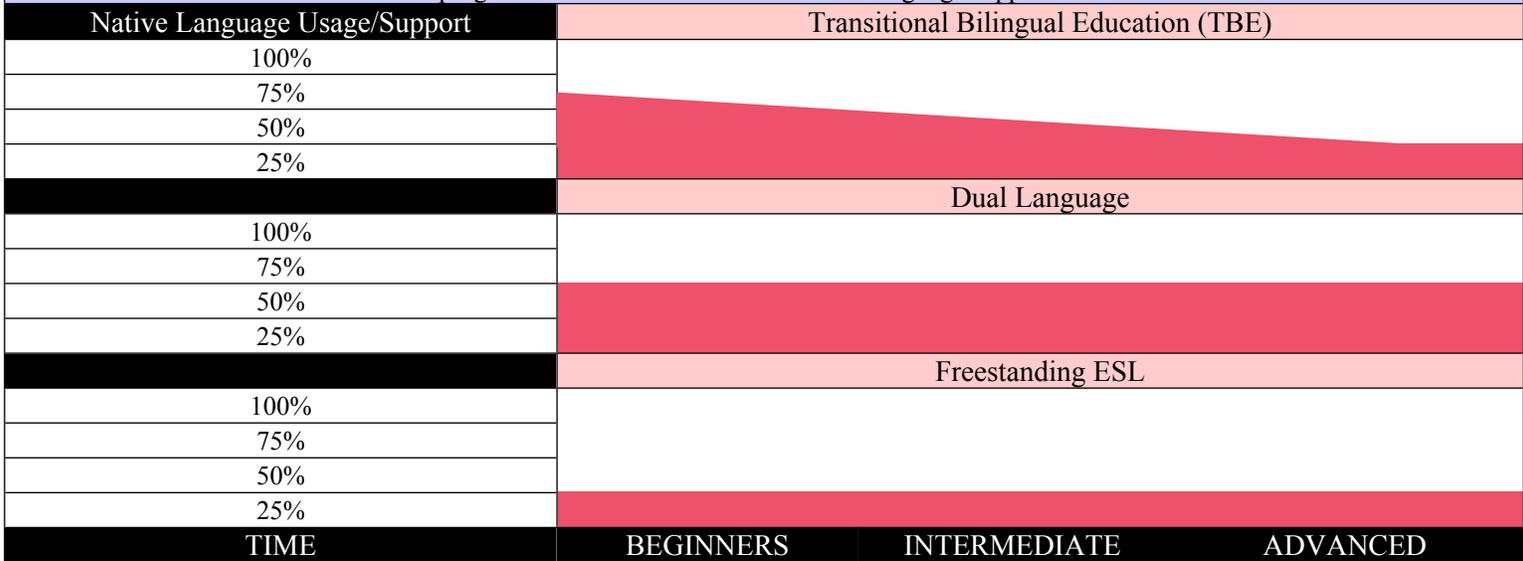
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
- Through Title III funds and SIFE Grant, FDR offers a variety of academic interventions for ELLs, they are: an after school Homework Club to provide support in organizing for study, completing homework, managing time for study and academic guidance; Saturday Regents Prep for ELLs scheduled to take Regents Exams, provided in 10 subjects by content licensed teachers using bilingual and freestanding strategies; an ESL Parent Academy to empower parents and relatives of ELLs with the language ability necessary to help their children at home; a Saturday Literacy Academy for SIFE and Long Term ELLs; a Destination Math Saturday Academy; a Special Education Saturday Literacy Academy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Each year we have seen an increase in credit accumulation and graduation rates for ELLs. One hundred percent of ELLs, in a transitional bilingual program, who took a LOTE exam passed. On the AP Chinese Exam, 100% of students scored a 5.
11. What new programs or improvements will be considered for the upcoming school year?
- A Freshman Academy Literacy block for beginner ELLs will be considered for the upcoming school year. There will also be additional professional development for teachers to access and interpret results from the NYSESLAT to help develop MOSL targets and drive instruction.
12. What programs/services for ELLs will be discontinued and why?
- All current programs and services for ELLs will be continued as success has been seen. However, they are subject to changes based on effectiveness and student need.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs. Before and after school during the week, ELLs can participate in the Homework Club, Academy tutoring, and classes offered by the Chinese American Planning Council. In addition, on Saturdays, ELLs can attend Regents prep classes in all disciplines, the Saturday Literacy Academy, the Destination Math Academy, or the Instructional Support Services Science Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Textbooks and leveled readers are purchased regularly for ESL and content area classes. In addition, there are several carts equipped with word-for-word dictionaries to lend to students. Each classroom is equipped with a Promethean Board or a Smartboard. Laptop carts are also available for classroom use as well as several computer labs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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 ELLs to develop and maintain literacy in their own language. Through challenging, high quality NLA instruction, ELLs make an easier transition into the second language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- In collaboration with the Chinese American Planning Council, a summer bridge program is offered for list noticed junior high school students. Also, there are courses offered after school for beginner ELLs. Small group, one-on-one, and peer tutoring is available in all the subject areas before, after, and during the school day. The Saturday Literacy Academy offers a three hour project based course that focuses weekly on a different content area.
18. What language electives are offered to ELLs?
- Currently, Spanish and Chinese for non-natives are offered.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Franklin Delano Roosevelt H.S.

School DBN: 20K505

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Steven DeMarco	Principal		12/15/13
Ms. Leonora Florio-Fintz	Assistant Principal		12/15/13
Ms. Michelle Muñoz	Parent Coordinator		12/15/13
Ms. Adrienne Naso	ESL Teacher		12/15/13
Ms. Juliana Egbunam	Parent		12/15/13
Mr. Hai Tang Liang/Chinese	Teacher/Subject Area		12/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dr. Laura Alvarez	Guidance Counselor		12/15/13
	Network Leader		1/1/01
Ms. Enza Ferrantelli	Other <u>A.P. I.S.S.</u>		12/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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 3,222 students, 1,250 (39%) 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 on 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 39% 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 to our ELL register is shared with the Parent Organization and with the School Leadership Team. To provide non-English speaking parents with the same access to information as the English speaking parents, FDR intends to offer written translation of documents and forms, and oral interpretation at meetings and workshops where parents will be present.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Through the review of the over 42 languages represented at FDR, it was determined that the larger groups spoke Chinese (Cantonese, Chinese Dialect and Mandarin), Spanish, Russian, Arabic, Bengali and Urdu. Based on this information, all written communication to parents will be translated into these six (6) languages. Documents to be translated may be invitations, flyers, newsletters, notifications and forms. Written translations 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 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 the 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 on 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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		