



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

20K505

School Name:

FRANKLIN DELANO ROOSEVELT HIGH SCHOOL

Principal:

STEVEN M. DEMARCO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Franklin D. Roosevelt High School School Number (DBN): 20K505
School Level: High School Grades Served: 9-12
School Address: 5800 20th Avenue Brooklyn, New York 11204
Phone Number: (718) 621-8800 Fax: (718) 232-9513
School Contact Person: Steven M. DeMarco Email Address: sdemarc@schools.nyc.gov
Principal: Steven M. DeMarco
UFT Chapter Leader: Ms. Marian Swerdlow
Parents' Association President: Mr. Encarnacion Fuentes
School Leadership Team
Chairperson: Ms. Theresa Ocol
Student Representative(s): Zijun Zhang, Connie Chin, Rajshree Paramanand

District Information

District: District 20 Superintendent: Mr. Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, New York 11236 (Room 110)
Superintendent's Email Address: MPrayor@schools.nyc.gov
Phone Number: (718) 968-4100 Fax: (718) 241-9223

Cluster and Network Information

Cluster Number: Cluster 4 Cluster Leader: Christopher Groll
Network Number: CFN 405 Network Leader: Michael Mehmet

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Steven M. DeMarco	*Principal or Designee	
Marian Swerdlow	*UFT Chapter Leader or Designee	
Encarnacion Fuentes	*PA/PTA President or Designated Co-President	
Natalie Coscia	DC 37 Representative, if applicable	
Zijun Zhang-Student Connie Chin-Student Rajshree Paramanand-Student	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Theresa Ocol	Member/ CSA Representative	
Gregory Bernardi	Member/ Teacher	
Ana Sanabria	Member/ Teacher	
Emily Gargiulo	Member/ Teacher	
Liza Aizner	Member/ Parent	
Sharon Calder	Member/ Parent	
Sherlon Griffith	Member/ Parent	
Farzana Massimi	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Franklin Delano Roosevelt High School's SCEP for 2014-2015 was completed with great detail and thought. As a school we felt that the document contained much strength. 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, DQR, PFQR, 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".

Franklin Delano Roosevelt High Schools 2014-2015 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, Developing Quality Review, DSTDE modified review as well as 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. To continue to stress our goal of making all of our students college and career-ready we continue to offer our students, teacher-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 that are rapidly growing.**
- 2. Our students will continue to experience Common Core aligned units of study in Mathematics, in ELA, in Social Studies, and in Science. This goal was designed to allow our student population to experience college equivalent experiences in the high school classroom. Our teaching staff is engaged in job-embedded professional learning in exploring ways to implement pedagogical practices focusing on the instructional shifts of:**
 - In Mathematics, students being required to work on fewer topics but more generalizing and linking of concepts, spending more time reinforcing core concepts, focusing on mastery of complex concepts in higher mathematics via hands-on learning, and an emphasis on mathematical modeling.**
 - In ELA, Social Studies, and Science students will continue to build literacy, reading informational, and complex texts, integrate research skills, and writing to argue, inform, and explain which will prepare them for college-level writing.**
 - Franklin D. Roosevelt High School will continue to build upon its understanding of teacher effectiveness that we had begun 4 years earlier with piloting the Danielson Framework for Effective Teaching. 100% of our teachers would be observed as part of targeted, short cycles of observations on planning, questioning, discussion and assessment.**
 - 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.**
 - Franklin D. Roosevelt High School wants 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 are fully engaged in the use of PupilPath, working with the Chinese-American Planning Council and continuing our Parent Outreach Program.**

Franklin Delano Roosevelt High School's student academic achievement targets for the 2014-2015 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.
4. To improve teacher effectiveness by developing a shared understanding of instructional excellence.

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 Professional Learning Conferences.
 - A school-developed global email system will continue to be used to share information and documents with staff members.
- **School Community Communication**
 - The school has fully 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.

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

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.

Using the Mission Statement as our core value, looking at school data such as data from our school's Quality Review, Developing Quality Review, PFQR, DSTDE modified review, and Learning Environment Survey, and building on past successes and accomplishments has been our theory of action at the core of our SCEP.

Elements of our strategy in implementing our goals include:

- 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.

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.
- 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.

20K505 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	3244	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	178	# SETSS	16	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	37	# Music	11	# Drama
# Foreign Language	63	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	74.7%	% Attendance Rate		85.3%
% Free Lunch	77.0%	% Reduced Lunch		4.3%
% Limited English Proficient	36.2%	% Students with Disabilities		13.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		11.1%
% Hispanic or Latino	28.1%	% Asian or Native Hawaiian/Pacific Islander		41.1%
% White	19.1%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		10
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		17
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.33
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	58.9%	Mathematics Performance at levels 3 & 4		83.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.2%	% of 2nd year students who earned 10+ credits		63.0%
% of 3rd year students who earned 10+ credits	66.0%	4 Year Graduation Rate		57.7%
6 Year Graduation Rate	73.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	178	# SETSS	16	# Integrated Collaborative Teaching	88
Types and Number of Special Classes (2014-15)					
# Visual Arts	37	# Music	11	# Drama	11
# Foreign Language	63	# Dance	N/A	# CTE	14
School Composition (2013-14)					
% Title I Population	74.7%	% Attendance Rate		85.3%	
% Free Lunch	77.0%	% Reduced Lunch		4.3%	
% Limited English Proficient	36.2%	% Students with Disabilities		13.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		11.1%	
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% White	19.1%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		10	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		17	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.33	
Student Performance for Elementary and Middle Schools (2013-14)					
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 (2012-13)					
ELA Performance at levels 3 & 4	58.9%	Mathematics Performance at levels 3 & 4		83.1%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.2%	% of 2nd year students who earned 10+ credits		63.0%	
% of 3rd year students who earned 10+ credits	66.0%	4 Year Graduation Rate		57.7%	
6 Year Graduation Rate	73.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan		X	
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	NO	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

1. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflecting upon our schools HEDI ratings, particularly our ratings in 3.2 and 3.3 we have strove to make improvements in 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. **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.”**

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of students in grades 9-12 at Franklin Delano Roosevelt High School will participate in a college, career-ready, and curriculum aligned experience by

1. Creating a research project that demonstrates proficiency in argumentative writing, research, and presentation skills as evidenced by rubrics aligned to the New York State Common core Standards, and
2. Reflect on their work products and work habits based on their understanding of the academic and personal behaviors for post-secondary success.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students at Franklin Delano Roosevelt High School will:</p> <ul style="list-style-type: none"> • 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. <p>Our students will continue to experience Common Core aligned units of study in Mathematics, in ELA, in Social Studies, and in Science. This goal was designed to allow our student population to experience college equivalent experiences in the high school classroom. Our teaching staff is engaged in job-embedded professional learning in exploring ways to implement pedagogical practices focusing on the instructional shifts of:</p> <p>-In Mathematics, students being required to work on fewer topics but more generalizing and linking of concepts, spending more time reinforcing core concepts, focusing on mastery of complex concepts in higher mathematics via hands-on learning, and an emphasis on mathematical modeling.</p> <ol style="list-style-type: none"> (1) The Mathematics Department is using Common Core Modules for Algebra from EngageNY.Org. (2) 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 Common Core Modules. (3) 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 Common Core Modules (4) 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 	<p>9th, 10th, 11, and 12th Grades</p>	<p>September 2014-June 2015</p>	<p>All Subject-Area Assistant Principals, All Teachers, UFT Professional Developer, Generation Ready Professional Developers, College and Career Counselors</p>

<p>so that all students move forward towards becoming college and career-ready.</p> <ul style="list-style-type: none"> - In ELA, Social Studies, and Science students will continue to build literacy, reading informational, and complex texts, integrate research skills, and writing to argue, inform, and explain which will prepare them for college-level writing. <p>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. ELA Plans will require opportunities for students to:</p> <ul style="list-style-type: none"> - participate in rich and vigorous conversations regarding the texts studied - provide evidentiary arguments in both conversation and writing - use evidence in their written arguments that respond to ideas, events, facts, and arguments - encounter multiple levels of complex works to help prepare them for the next level of study - build an academic vocabulary <p>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. During the 2014/2015 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. Teachers will work with the Teacher Center and with staff developers to continue to create Common Core activities and assessments. The department has designed and is using a curriculum for an interdisciplinary course. The course is focused on developing the connections between Social Studies and English. Units of study will be designed in conjunction with the curriculum.</p> <p>In Science, Teachers will engage in job-embedded professional learning as they explore ways to implement</p>			
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<p>pedagogical practices that focus on the following instructional shifts: balancing informational and literary text, building knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources, academic vocabulary.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>There will be a yearlong essential question and yearlong enduring understanding for each curriculum map. Each unit in the curriculum map will include:</p> <ul style="list-style-type: none"> - Time frame - Essential questions - Aims - Content skills (Students will be able to...) - Regents Core Curriculum performance indicators (Regents courses only) - Common Core Learning Standards - Key terms/vocabulary - Student activities and resources <p>Infused within a rigorous college, career ready and curriculum aligned experience is the ability to show students that college preparation doesn't begin in the 12th grade, but when they enter high school as a 9th grader. To build on this principle, Franklin Delano Roosevelt will infuse within this curriculum the following grade-level goals:</p> <ul style="list-style-type: none"> - <u>9th Grade Freshman</u>- to cultivate a "college culture" by introducing a new region/type of post-secondary education to students each month; to teach students about exciting jobs in areas students care about, such as video games and social media. - <u>10th Grade Sophomore</u>- to continue discussions that took place in the 9th grade and accent them with actionable advice, such as SAT, internships, and part-time employment. - <u>11th Grade Juniors</u>- to focus on college and career identification; showing concrete examples of college lists, customizing college paths for all students, and an early start on college applications. - <u>12th Grade Seniors</u>- discussing financial aid possibilities, completing of applications, and finalizing decisions. 			
<p>Working with Generation Ready Professional Developers who have been assigned to our ELA, Mathematics, Social Studies, Science, and Special Education Departments respectfully, modifications and strategies to instruction for (struggling learners, advanced learners, and ELL's will be implemented. The Center for Applied Linguistics (CAL) has been hired to work with specific skills with our ELL teachers.</p>	<p>9th, 10th, 11, and 12th Grades</p>	<p>September 2014-June 2015</p>	<p>All Subject-Area Assistant Principals, All Teachers, UFT Professional Developer, Generation Ready Professional</p>

<p>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</p> <ul style="list-style-type: none"> 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 <p>An F-Status Assistant Principal for ESL is also funded to assist in the classroom observation process for developing strategies for the instruction of our ELL student population.</p>			<p>Developers, College and Career Counselors</p>
<p>Pupilpath- An online school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning is used by all teachers in the school. A school-wide use of Pupilpath Gradebook is being utilized for the 2014-2015 school year.</p> <p>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)</p>	<p>9th, 10th, 11, and 12th Grades</p>	<p>September 2014-June 2015</p>	<p>All Subject-Area Assistant Principals, All Teachers, UFT Professional Developer, Generation Ready Professional Developers, College and Career Counselors</p>
<p>To foster further development of a partnership between our school and parents, we will host 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.</p> <p>The Chinese-American Planning Council has partnered 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.</p> <p>Among their approaches to encourage parental involvement are:</p> <ul style="list-style-type: none"> 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 	<p>9th, 10th, 11, and 12th Grades</p>	<p>September 2014-June 2015</p>	<p>All Subject-Area Assistant Principals, All Teachers, UFT Professional Developer, Generation Ready Professional Developers, College and Career Counselors</p>

<p>parents. Spear-heading this initiative is the school's Parent Coordinator.</p> <ol style="list-style-type: none"> 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 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. 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.
2. 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, Generation Ready to facilitate the implementation of the Common Core Standards.
3. Priority/Focus funding will be utilized to fund The Center for Applied Linguistics (CAL) in working with our ELL teachers.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

3. Tax Levy Parent Coordinator funds will be utilized.
4. Title 1 (SWP) funds will be used for our evening Parent Program to contact parents and assist them in enrolling on PupilPath with an assistant principal and guidance counselor.
5. Tax Levy Blueprint funding will be used to purchase Pupilpath Gradebook (educational software), along with professional development provided by Datacation the owner of PupilPath.
6. The Chinese-American Planning Council has secured a grant to work with the school from the Department of Youth and County Development.
7. Priority/Focus Parent Engagement funding will be used to fund our 9th Grade Parent Open House.
8. Priority/Focus Parent Engagement funds will also support school personnel in the assistance of parents on signing onto PupilPath during the schools Open House.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

To engage in progress monitoring as part of our overall cycle of continuous improvement planning:

- Teachers will continually monitor the progress of their students by evaluating progress on formative and summative Assessments
- Teachers will work with their respective Assistant Principals in analyzing marking period scholarship reports
- Guidance Counselors will work with teachers to design interventions for academically struggling students
- Support services including tutoring through our Saturday Literacy Academy will be offered to students

In January 2015, the following will be considered our mid-point benchmark in evaluating and monitoring the progress of achieving our stated goal:

- We will look at the overall results of our Regents Examination assessments and use them as a benchmark for

charting progress in achieving our stated goal

-To determine student levels of understanding and achievement, we will analyze the final Fall Term Scholarship Reports and measure student credit accumulation in all grades

-Based on these findings, Guidance Counselors will program students accordingly for the Spring term, and offer the appropriate supports tour students.

Part 6b. Complete in February 2015.

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|---|---|-----|--|----|
| 4. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| 5. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:
 15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:
 17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

It has always been a goal of Franklin Delano Roosevelt High School to provide a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Whereas we have been successful in the following:

- (1)The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional health (5.2),**
- (2)The school articulates and promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students (5.3), and**
- (3)The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so they can become academically and socially successful.**

While we feel that we are effective in these three tenets, it is the statement below that sums up where we need to improve as a community:

“While documentation of this school’s goals is evident in multiple forms, students and teachers have sometimes been uncertain of the role their counterparts play in the development and communication of their impact to the broader school community. Consequently, the school’s goals remain somewhat disconnected from the very constituents they are intended to support and whose role could significantly impact their implementation and execution. Given the inherent desire of both students and teachers, to support the school’s improvement, there exists multiple opportunities for all 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.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The Guidance Department at Franklin Delano Roosevelt High School will work with *Follow Us To Success: College, Career, Wellness Inc.* in select 9th, 10th, and 11th grade classes, so that by June 2015 students will be introduced to the college experience from the onset of their high school careers, to navigate the complexities of selecting a college and its application process, or choosing a career, resulting in our students being college and career-ready, as well as having the social/emotional skills to tackle issues of life after high school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Guidance Department at Franklin Delano Roosevelt High School has partnered with <i>Follow Us: College, Career, Wellness</i> in select 9th, 10th, and 11th grade classes to prepare our students to be college-ready, career knowledgeable, and socially/emotionally ready to tackle the issues of life after high school.</p> <p><i>Follow Us</i> is a program committed to helping urban students understand the concepts of college-to-career, and to provide them with detailed, step-by-step instruction on the path towards high school graduation and beyond. They will be conducting a series of interactive, in-classroom school workshops, student projects, essays and other activities designed to empower youth to achieve their goals.</p> <p><i>Follow Us</i> is offering a comprehensive menu of everything related to college and career readiness: workshops to supplement the Guidance Office, curriculum for licensing, intensive Regents prep (focused on students who may otherwise not graduate), culture-specific family workshops and even healthy wellness to simultaneously combat toxic stress and address the whole person.</p> <p><i>Follow Us</i> also has ELL capabilities to provide services in Spanish, Mandarin, Cantonese, Urdu, Russian, and also Uzbek.</p> <p>At- a-glance Franklin Delano Roosevelt High School workshops will follow the snapshot below:</p>	<p>Select 9th, 10th, and 11th Grades</p>	<p>September 2014-June 2015</p>	<p>Assistant Principal Guidance, Guidance Counselors, College Advisors, Classroom Teachers, “Follow Us to Success” Professional Developers</p>

2014-2015 Plan

	Freshman	Sophomores	Juniors
11/2014	Continue college culture with intro to new types of colleges; discuss case studies from Pivot Your Potential	In-depth SWOT analysis and student presentations utilizing vocab power	Begin with SWOT and then provide examples of different college paths and necessary requirements
12/2014	Consider seasonality of different jobs; continue college culture	Updated case studies from Pivot Your Potential	Updated case studies from Pivot Your Potential
1/2015	New Year, New Resolutions: Leadership	New Year, New Resolutions: Leadership	New Year, New Resolutions: Leadership
2/2015	Career for college; explore interests, continue college culture	Emphasize college visits and job shadows; explore interests	Career/lifestyle overview; amount of college necessary
3/2015	Self-Assessment; continue college culture	Self-Assessment; understand your story	Custom Plan 1-2-3; Max out next three months
4/2015	College conversations; continue college culture	College Conversations; writing to colleges	College conversations; More Custom Planning
5/2015	Custom Plan 1-2-3 for Sophomore year	Custom Plan 1-2-3 for Junior year	Target techniques; college list identification
6/2015	Best plans for summer; explore interests	Best plans for summer; Job and Internships	Best plans for summer; Start on college Apps

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.

Select 9th, 10th, and 11th Grades

September 2014-June 2015

Assistant Principal Guidance, Guidance Counselors, College Advisors, Classroom

			Teachers, "Follow Us to Success" Professional Developers
<p>Working closely with our Assistant Principal Guidance and the Guidance Counselors, <i>Follow Us</i> has joined with us in reaching out to the parents of the selected classes participating in the program.</p> <p>Personal letters were sent out to parents as shown below:</p> <p>November 11, 2014</p> <p>Dear FDR Parents and Guardians,</p> <p>Thank you for choosing to send your child to FDR High School. As part of the enriched curriculum and programs that FDR is proud to offer, we are excited to tell you about the new College Readiness Workshops!</p> <p>Your child is currently enrolled in a selective pilot program, rolled out to only 15 of the 100+ classrooms at FDR High School. This is an initiative by the Guidance Office, to increase the amount of support and knowledge to help your child attain the best and brightest future possible.</p> <p>Every month, your child spends 1 class period in a workshop to better prepare for college, career and beyond. All instructors are educated at the Ivy League level and teach your child important topics such as:</p> <ol style="list-style-type: none"> 1. How to Best Prepare for College 2. How to Increase Scholarship Opportunities 3. How to Choose a Positive and Profitable career Path 4. Early Start: Optimize the High School Experience <p>As part of this pilot program, we would like to invite you to Family Workshop on (<u>Wednesday, January 7, 2015</u>) to learn more about the parents' and guardians' role in helping your child reach college success. We will have language specific workshops in mandarin, Cantonese, and Spanish. In the meantime, if you have any questions about what your child is learning or how to help your child better prepare for college, please do not hesitate to contact us at contact@followustosuccess.com.</p> <p>Sincerely,</p> <p>Sarah Dong President, follow Us To Success A N.Y.C. D.O.E. Education Partner</p>	Select 9 th , 10 th , and 11 th Grades	September 2014-June 2015	Assistant Principal Guidance, Guidance Counselors, College Advisors, Classroom teachers, "Follow Us to Success" Professional Developers
With a rich partnership developed from collaboration with critical high stakes constituencies FDR High School will be able to overcome	Select 9 th , 10 th , and	September 2014-June	Assistant Principal Guidance,

<p>the obstacles stated below:</p> <p>“While documentation of this school’s goals is evident in multiple forms, students and teachers have sometimes been uncertain of the role their counterparts play in the development and communication of their impact to the broader school community. Consequently, the school’s goals remain somewhat disconnected from the very constituents they are intended to support and whose role could significantly impact their implementation and execution. Given the inherent desire of both students and teachers, to support the school’s improvement, there exists multiple opportunities for all 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,” and create a school where all are working for the same outcomes of high success.</p>	11 th Grades	2015	Guidance Counselors, College Advisors, Classroom teachers, “Follow Us to Success” Professional Developers
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources include a collaboration between our Assistant Principal Guidance, Guidance Counselor, College and Career Advisors, classroom Teachers, and the professional instructors of <i>Follow Us To Success</i>.</p> <p>Instructional resources are provided by <i>Follow Us To Success</i>.</p> <p>Scheduling has been done with the cooperation of our Assistant Principal of ELA, Assistant Principal Guidance, and participating pilot teachers.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													
<p> </p>													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities. 				
<p><i>Follow Us To Success</i> will provide the following to be used as a tool to monitor the success of the program on an ongoing basis throughout the school year:</p> <ul style="list-style-type: none"> - detailed monthly agendas of classroom workshops - detailed summary reports of work completed in classrooms during the workshops - monthly debriefing sessions with Guidance staff and teachers. <p>A student survey will be conducted prior to the end of the Fall term in early January 2015 to determine the levels of interest in the program. Based on those surveys, the school leadership will determine if the program could be expanded for the 2015-2016 school year to reach more participants.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<p>1. Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>	X	Yes		No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:
 19. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 20. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:
 21. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 22. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. (4.2)

Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. (4.4)

Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. (4.5)

Our school has been successful in addressing the above three tenets but have struggled with tenet 4.3 that teachers provide a coherent, appropriately aligned Common core Learning Standards-based instruction that leads to multiple points of access for all students to achieve targeted goals.

From our Priority/Focus Quality Review we collectively looked at the following statement:

“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.”

For the 2014-2015 school year we have placed our efforts in the creation of a Professional Learning Plan for the school that will directly address our need to allow classroom instruction to utilize multiple entry points to create high levels of student engagement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Franklin Delano Roosevelt High School will improve teacher effectiveness resulting from 100% of teachers being observed as part of targeted, cycles of observations, assuring that all teachers will develop a shared understanding of instructional excellence, provide our students with the necessary skills to become college and career ready, and to allow teachers to use instructional practices and strategies organized around annual, unit and daily lesson planning to meet established school goals and promote high levels of student engagement and inquiry.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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.</p> <ol style="list-style-type: none"> 3. 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. 4. A UFT Professional Developer in providing support to teachers in this goal of improving teacher effectiveness. 5. Both informal/formal observations will utilize a Framework for Teaching research-based rubric on the following competencies: <ol style="list-style-type: none"> A. <u>Planning and Preparation</u> <ol style="list-style-type: none"> 3. Demonstrating Knowledge of Content and Pedagogy 	<p>Targeted Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, all Subject-Area Assistant Principals, teachers, UFT Professional Developer, Generation Ready Professional Developers, Helen Murray, Frank Cunningham Consulting Inc.</p>

<p>4. Designing Coherent Instruction</p> <p>B. <u>The Classroom Environment</u></p> <p>5. Creating an Environment of Respect and Rapport</p> <p>6. Managing Student Behavior</p> <p>C. <u>Instruction</u></p> <p>1. Using Questioning and Discussion Techniques</p> <p>2. Engaging Students in Learning</p> <p>3. Using Assessment in Instruction</p> <p>D. <u>Professional Responsibilities</u></p> <p>1. Growing and Developing Professionally</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. 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.</p> <p>9. Common Core Professional Development. Generation Ready Professional Developer’s are being contracted to conduct this professional development.</p> <p>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 Generation Ready developers as facilitator’s.</p> <p>b. Once unit plans are created, lessons will be executed with the PD provider observing the classroom instruction.</p> <p>c. A briefing will follow to measure the success of the plan and lesson, and work on adjustments to the instruction when needed.</p> <p>d. Generation Ready will provide a specialized developer for each subject area. Each subject areas</p>			
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<p>(Mathematics, Science, Social Studies, English, ESL, Health/Physical Education, and Special Education) will participate in this professional development.</p> <p>10. Assistant Principals will take a leading role in providing the embedded professional learning as collectively designed and outlined in our PD Plan, and offer supports and assistance to all teachers in their respective departments.</p>			
<p>To address the needs of our special populations:</p> <p>To strengthen classroom instruction varying forms of professional development will be addressed to concentrate on areas of concern.</p> <ol style="list-style-type: none"> 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. With the growing numbers of Integrated Co-Teaching classes at our school, Priority/Focus funding has been set aside for ICT professional development. Generation Ready will provide a specialized developer for ESL, and Special Education to offer Professional Learning on topics relevant for these areas. The Center for Applied Linguistics (CAL) will work with our ELL teachers. An F-Status Assistant Principal is assigned to work with our ESL teachers on both instruction and teaching strategies. Ms. Helen Murray professional developer from Frank Cunningham Consulting Inc. is working exclusively with our special Education teachers on developing strategies and capacity. <p>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:</p> <ul style="list-style-type: none"> - 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 	<p>Targeted Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, all Subject-Area Assistant Principals, teachers, UFT Professional Developer, Generation Ready Professional Developers, Helen Murray, Frank Cunningham Consulting Inc.</p>
<p>Pupilpath- An online school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning is used by all teachers in the school. A school-wide use of Pupilpath Gradebook is being utilized for the 2014-2015 school year.</p> <p>The communication with parents made possible through PupilPath will allow teachers and administrators to showcase the</p>	<p>Targeted Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, all Subject-Area Assistant Principals, teachers, UFT Professional Developer,</p>

<p>building of teacher effectiveness and how it translates into their children’s educational success.</p>			<p>Generation Ready Professional Developers, Helen Murray, Frank Cunningham Consulting Inc.</p>
<p>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.</p> <p>Through post-observations and frequent feedback from these observations, teachers will be able to reflect upon their teaching and impact on student learning</p> <p>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.</p> <p>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.</p> <p>This work in collaboration with all critical stake holders will drive capacity and increase the level of trust for all involved.</p>	<p>Targeted Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, all Subject-Area Assistant Principals, teachers, UFT Professional Developer, Generation Ready Professional Developers, Helen Murray, Frank Cunningham Consulting Inc.</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>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.</p> <p>CFN 405 Talent Coach will continue embedded professional development with our school.</p> <p>The UFT Professional Developer will continue to work providing PD, operating the UFT Teacher Center, and providing a “model classroom” for all teachers.</p> <p>ELL teachers and The Center for Applied Linguistics and ICT Generation Ready Professional Developers will work with each department respectfully.</p> <p>Generation Ready Professional Developer’s are being contracted for Common Core Professional Development, teacher effectiveness, and Quality Review assistance in the ELA, Social Studies, Science, Mathematics, and Special Education Departments.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>												
<p>Tax Levy funding sources will be used to fund Assistant Principal’s as they conduct their teacher evaluations.</p> <p>Title 1(SWP) will use to fund a UFT Professional Developer in providing support to teachers in this goal of teacher effectiveness</p>												

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.

Priority/Focus funding has been set aside for ELL professional development.

Priority/Focus funding has been set aside for Special education ICT professional development.

Priority/Focus funding has been set aside for Generation Ready Common Core professional development.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

An ongoing process of monitoring will be conducted, and support systems will be continued as part of our schools continuous cycle of improvement:

The frequent cycle of observations conducted by the Principal and Assistant Principal's began in early September 2014, and will continue through June of 2015. 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.

- **The Principal will monitor teacher observations on the NYCDOE ADVANCE system to address concerns and developments with Assistant Principal's at Cabinet Meetings, and teachers at post-observation, and tenure-related conferences.**
- **The Principal sends out monthly spreadsheets to Assistant Principals marking their progress in completing their teachers observation cycles**
- **The Principal and Assistant Principals will discuss on an ongoing basis the progress of the teacher observation process**

CFN 405 Network Team visits our school every two months or when we request additional support and works with our Assistant Principals and staff in an ongoing process of implementing our Professional Learning Plan.

The UFT Professional Developer has since September 2014 provided embedded professional development, and will continue through June 2015. 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.

Franklin Delano Roosevelt High School's Administrative Staff has worked with CFN 405 Talent Coach on embedded Teacher Effectiveness professional development. 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 2015.

ELL Professional Development will commence in the Fall Term 2014-2015 to work with our staff in continually implement successful classroom strategies for our ELL population.

Generation Ready Common Core Professional Development has commenced in the Fall Term 2014-2015, and will continue throughout the year to offer additional embedded support to teachers and Assistant Principals in implementing our Professional Learning Plan, and develop a strong foundation of coherence for our Spring term New York City Quality Review.

In January 2015 which marks the end of the Fall School term, our mid-point benchmark in charting progress towards meeting our stated goal of improving teacher effectiveness by developing a shared understanding of instructional excellence will be an evaluation of the following:

- **Looking at teacher classroom observation data from ADVANCE to determine the level of success teachers are having implementing concepts from our Professional Learning Plan, and if student assessments are improving from this development**
- **Evaluation of student scholarship data and credit accumulation will determine success and be used to make adjustments in pedagogy**
- **student success on the January Regents Examination assessments**

Part 6b. Complete in February 2015.

4. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
5. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

23. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

24. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

25. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

26. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At Franklin Delano Roosevelt High School we have always prided ourselves in the fact that our school leadership leads by example and provides a nurturing environment that allows for professional growth of all teachers and staff, and develops and delivers high-quality instruction and the social-emotional supports for our students to succeed in high school as well as prepare them to be successful college and career ready young people.

It is our vision at Franklin Delano Roosevelt High School to offer a wide variety of rigorous coursework that will nurture student success within a large comprehensive high school. Our community will address the needs of the “total student”. This will be achieved by addressing the academic, social, emotional, and physical needs of our diverse and multi-cultural learners. In an effort to prepare all students for college and career pathways, and to provide real life application of learned academic concepts, FDR is a place where a cohesive and collaborative community develops curriculum, instructional strategies, and authentic assessments that meet the needs, interests, strengths, and abilities of all learners.

Franklin Delano Roosevelt High Schools leadership makes all strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Franklin Delano Roosevelt High School will continue to insure rigorous instruction and support systems that will result in the increase in student credit accumulation in grades 9th, 10th, 11th, and 12th resulting in the increase of our graduation rate by 5% by June 2015, and enabling our students to acquire the necessary skills and knowledge to become college and career ready.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 2. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 3. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 4. Strategies to increase parent involvement and engagement 5. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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.</p> <p>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.</p> <p>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. (2013-2014) NYC School Survey Report, Indicators 7.2, 7.7, 7.7, & 7.9)</p> <p>We will continue to offer the electives created during the 2011-2012 school year for our new magnet programs (<u>Note:</u> 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</p>	<p>All Students Grades 9-12</p>	<p>September 2014-June 2015</p>	<p>Principal, All Assistant Principals, All Teachers</p>

- 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.

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.

We will program common planning time for teachers who share the same students across the curriculum. Common planning time will provide more opportunities for interdisciplinary approaches to the curriculum, as well as provide for stronger relationships with teachers and students. For the most part students in the grade-level academies all have the same lunch periods. Teachers therefore who teach these students meet together during this period of time, at least three times per week.

Teacher's will have the ability to order books and materials they wish to use in their classes, technology (Promethean Boards, computers, etc.) will be made available to them, and professional development choices being teacher-centered

In order to expose all of our students to the college experience, we will be conducting grade-level college trips.

- a. 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
- b. 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
- c. 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

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 continue to fund additional teachers in the Fall and Spring terms in order to expand the course offerings of College Now.

<p>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.</p> <p>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.</p> <p>The school will purchase new graphing calculators to assist our students in meeting N.Y.S. Standards of Assessment.</p>			
<p>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 39% 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.</p> <p>Our school continually works with our Children's First Network (CFN405) to provide professional development and support services. CFN 405's professional development with the school will include but not limited to:</p> <ul style="list-style-type: none"> - 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. <p>The F-status Data Specialist has begun her work and will continue through the spring Term 2014-2015.</p> <p>The F-status ELL Assistant Principal has commenced her work with teachers and will continue that work through the Spring 2015 Term.</p>	<p>All Students Grades 9-12</p>	<p>September 2014-June 2015</p>	<p>Principal, All Assistant Principals, All Teachers</p>
<p>Pupilpath- An online school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning is used by all teachers in the school. A school-wide use of Pupilpath Gradebook is being utilized for the 2014-2015 school year.</p>	<p>All Students Grades 9-12</p>	<p>September 2014-June 2015</p>	<p>Principal, All Assistant Principals, All Teachers</p>

<p>The communication with parents made possible through PupilPath will allow teachers and administrators to showcase the building of teacher effectiveness and how it translates into their children's educational success.</p> <p>Our monthly School Leadership Team meetings, parent conferences allow the school to share our practices in driving our students towards success.</p>			
<p>Our Mission and Vision of the school and all of our school goals and action plans strive to bring the same outcome for our students. We allow our students to experience rigorous instruction, and to engage in standards aligned curriculum. Our embedded professional learning to improve teacher effectiveness has allowed all critical stakeholders to develop a shared understanding of instructional excellence.</p> <p>Through many years of hard, determined work the capacity of trust has been an earmark to Franklin Delano Roosevelt's success. As a community we worked to be no longer labeled as a Transformation/Turnaround School, our academic gains have put us in good standing and no longer are listed as a Priority School. Using our resources wisely and cultivating a professional community based on capacity, trust and collaboration have allowed this to happen</p>	<p>All Students Grades 9-12</p>	<p>September 2014-June 2015</p>	<p>Principal, All Assistant Principals, All Teachers</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Through Priority/Focus funding, a teacher per session line was created with hours to pay for an extension of our College Now Program.</p> <p>Through Priority/Focus funding, a Guidance Counselor per session line was created for Data analysis of 3rd year students.</p> <p>Through Priority/Focus funding, a guidance counselor per session line was created to fund Guidance Counselors hours each to complete transcript analysis.</p> <p>Through Priority/Focus funding, a Secretary per session line was created to process each of the two Guidance Counselor activities above.</p> <p>Through Priority/Focus funding, funds have been set aside to facilitate our grade-level college field trips.</p> <p>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.</p> <p>Through Priority/Focus funding the school will purchase new graphing calculators to assist our students in meeting N.Y.S. Standards of Assessment.</p> <p>Franklin Delano Roosevelt High School's Assistant Principal of Organization is designated to spearhead and monitor all spending and purchasing to fulfill this goal.</p> <p>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.</p> <p>Franklin Delano Roosevelt High School will continue its partnership with Kingsborough Community College in participating in the College Now Program.</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p style="margin-left: 40px;">E. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p style="margin-left: 40px;">F. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>Franklin Delano Roosevelt will continue to monitor data throughout the school year to evaluate the progress of our programs, and use the end of the Fall school semester, January 2015 as the mid-point benchmark in determining the success of our goal and to make adjustments where warranted.</p> <ul style="list-style-type: none"> - An F-status Data Specialist will monitor the results of Regents Examinations, credit accumulation, and the Progress Towards Graduation data to assess if our programs are having an impact. - An F-Status Assistant Principal will continue to work with our teachers in advancing instruction for our ELL student population - 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. - 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. 				
<p>Part 6b. Complete in February 2015.</p>				
e. Did the school meet the mid-point benchmark(s) in the timeframe specified?			X	Yes
f. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				No

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

27. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

28. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

29. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

30. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Franklin Delano Roosevelt High School has always created a welcoming environment for families, and takes advantage of community resources to enrich the already diverse culture of the school and advance the civic life of our school building.

The atmosphere as evidenced in our School Survey Report is welcoming and fosters a feeling of belonging and trust, and encourages families to freely and frequently engage with the school. Our school engages in effective planning to provide professional learning across all areas to support student success, and school effectively uses SKEDULA to engage parents in their children’s academic success, and to keep the lines of communication constantly opened.

“While the school shares some data with parents, it is still developing its ability to inform parents about student learning in a way that will allow them to best support their children.”

The above statement has been a comment that has resonated with our school from a myriad of sources. Our Quality Reviews, Developing Quality Review, Priority/Focus Quality Review, and DTSDE Modified Review have all made this statement for an area in need of improvement. Reflecting upon the comments, we have found that this issue has always been a paradox in nature, and has been difficult to solve.

However, as a school community we prepared a goal to address the need for our school to share data with families and create a dialogue with all school constituents that is centered on student learning and success.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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 was implemented for the 2013-2014 school year, and will continue for the 2014-2015 school year.</p> <p>To support and expand the use of PupilPath by our teachers, Franklin Delano Roosevelt High School purchased the following equipment: Lenovo X131e Standard Educational Laptops for all pedagogical staff members during the 2013-2014 school year. These laptops were rolled out to all of our teachers in September of this 2014-2015 school year. 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.</p> <p>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.</p> <p>To foster further development of a partnership between our school and parents, we hosted 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</p>	<p>All Parents</p>	<p>September 2014-June 2015</p>	<p>All School Constituents</p>

<p>parents and students with school requirements, a guided tour of our school building. Refreshments will be served at the Open House Evening.</p> <p>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:</p> <ul style="list-style-type: none"> - Convening meetings between parents and the school to foster positive relationships and empower parents to become part of the decision making in their children's education. - Provide translation services - Assist parents in navigation of the school system. - Continually create a warm welcoming environment for parents. Spear-heading this initiative is the school's Parent Coordinator. - Parental workshops on the use of computers. - Workshops on navigating Pupilpath. - With the collaboration of the Parent Coordinator and ESL/Foreign Language Assistant Principal, ESL classes are being offered in our Evening Parent Academy. - A monthly parent newsletter is posted on the school website. - Phone-Master messages go out to parents in different language to inform parents of school events and upcoming important school dates. <p>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.</p>			
<p>With the collaboration of the Parent Coordinator and ESL/Foreign Language Assistant Principal, ESL classes are being offered in our Evening Parent Academy.</p> <p>A monthly parent newsletter is posted on the school website.</p> <p>Phone-Master messages go out to parents in different language to inform parents of school events and upcoming important school dates.</p> <p>A fully functions School Implementation Team is operating to serve the needs of our Special Needs population of learners.</p>	All Parents	September 2014-June 2015	All School Constituents
<p>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.</p> <p>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 additional parent component is our work addressed in a previous goal with the professional learning provider <i>Follow Us To Success</i>.</p> <p>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</p>	All Parents	September 2014-June 2015	All School Constituents

<p>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:</p> <ul style="list-style-type: none"> - Convening meetings between parents and the school to foster positive relationships and empower parents to become part of the decision making in their children’s education. - Provide translation services - Assist parents in navigation of the school system. - Continually create a warm welcoming environment for parents. Spear-heading this initiative is the school’s Parent Coordinator. - Parental workshops on the use of computers. - Workshops on navigating Pupilpath. - With the collaboration of the Parent Coordinator and ESL/Foreign Language Assistant Principal, ESL classes are being offered in our Evening Parent Academy. - A monthly parent newsletter is posted on the school website. - Phone-Master messages go out to parents in different language to inform parents of school events and upcoming important school dates. <p>One Assistant Principal and Guidance Counselor will work with our evening Parent Outreach Program.</p> <p>Our Parent Coordinator to act as our head liaison with our parents.</p>			
<p>After carefully reviewing our NYC School Survey Report for 2013-2014 we fully understand that we need to do a lot of work around increasing our parental involvement. Whereas our progress around the Capacity Framework of Trust with our students has remained steady, and our staff remains high, the percentage of our parents completing the survey has been lacking.</p> <p>It is in our view that in order to increase this capacity, and to foster and continue our academic success for all of our learners, we must increase our parental participation in all facets of our school culture.</p>	All Parents	September 2014-June 2015	All School Constituents

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>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.</p> <p>One Assistant Principal and Guidance Counselor will work with our evening Parent Outreach Program.</p> <p>Our Parent Coordinator funds will allow our Parent Coordinator to act as our head liaison with our parents.</p> <p>The schools ongoing purchasing for Pupilpath Gradebook software for use by all school faculty, along with professional development provided by Datacation the owner of PupilPath.</p> <p>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.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- g. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- h. Specify a timeframe for mid-point progress monitoring activities.

In a continuing process of monitoring improvement, our school will continue the following and evaluation of the following programs to encourage parental involvement

All pedagogical staff and Administrator’s continue to use PupilPath and its Gradebook throughout the 2014-2015 school year.

All staff continue to participate in professional development in the use of PupilPath, and is given the opportunity for further development at their request throughout the school year.

The Chinese-American Planning Council began its work in the early Fall 2014 and will continue into the Spring of 2015.

The Parent Outreach Program began in September 2014 and will continue through June 2015.

The Evening Parent Academy coordinated by the Assistant Principal ESL/Foreign Language, and assisted by the Parent Coordinator began in September 2014 and will continue through June 2015.

By January 2015, our school will evaluate the success of our initiatives by analyzing the level of parental participation in:

- attending Parent Evenings, Parent-Teacher Conferences, and Open Houses
- reviewing the numbers of parents who are signed up with a PupilPath account
- reviewing with teachers and Assistant Principal’s the data of interactions with parents via PupilPath

By June 2015, 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%. To reach the above target goal, our school will monitor monthly and evaluate its progress and impact on the school in the following ways:

- the attendance of parents at PTA Meetings, Parent-Teacher conferences
- the number of parents participating in the use of PupilPath
- the number of contacts made by the Parent coordinator in reaching out to address parental concerns
- the number of contacts made to parent during the Parent Outreach Program meeting with the Chinese-American Planning Council and discussing their work with our Asian student population and their families

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Program is open to our Special Needs students who are struggling in ELA.</p> <p>Students who have passed classes and need the Regents Exam as well as those who are prepping for the exam.</p> <p>Offered to students with ESL services indicated in their IEP's.</p>	<p>Achieve 3000</p> <p>RCT/Regents Prep Classes</p> <p>ELL/Bilingual Students</p>	<p>This program is a data-driven internet standard based program that helps to build the reading comprehension skills of struggling ELA and ELL readers. It is done through a "Whole Class" model, but students are encouraged to work on segments of the program individually.</p> <p>RCT/Regents Prep is offered to students taking RCT/Regents exams</p> <p>Those ELL and bilingual students identified as having a disability receive ESL services as per their IEP to address students' language needs. All bilingual students, as per the IEP receive mandated services from an alternate placement paraprofessional to address the student's language needs</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>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</p> <p>Conducted on an ongoing basis during the school day</p>
Mathematics	Open to all students	AMP Math	A system that incorporates math as a support to the	Ongoing during the school day and Saturday Math

	<p>Open to all levels of students who need additional supports.</p> <p>Students who have passed classes and need the Regents Exam as well as those who are prepping for the exam.</p>	<p>Saturday Literacy Academy</p> <p>RCT/Regents Prep Classes</p>	<p>current general education math curriculum, both online and one-on-one instruction</p> <p>Students have a choice to attend the Math Department's Literacy Academy to work on Destination Math; Saturday Literacy program for students programmed for special classes to support students instructional needs</p> <p>RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	<p>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>Program is open to our Special Needs students who are struggling in Science literacy.</p> <p>Offered to all self-contained students.</p> <p>Opened to all challenged learners.</p> <p>Students who have passed classes and</p>	<p>Achieve 3000 Biology</p> <p>Earth Science</p> <p>Living Environment</p> <p>RCT/Regents Prep classes</p>	<p>Support incoming students in Science literacy using the "Whole Class" model while encouraging student individual work with the program as well</p> <p>Offered to self-contained students (two terms) to meet their Science credit requirements and for those self-contained students who cannot pass Chemistry.</p> <p>Students are programmed for a four semester Living Environment curriculum instead of three semesters, as a means for our challenged learners to master the material before taking the Regents examination</p> <p>RCT/Regents Prep is offered to students</p>	<p>During the school day</p> <p>Ongoing basis (each semester)during the school day</p> <p>Ongoing basis (each semester) during the school day</p> <p>Offered each semester during our</p>

	need the Regents Exam as well as those who are prepping for the exam.		taking RCT/Regents exams	Saturday Literacy Program. (3 hours per each session for 10 weeks)
Social Studies	Students who have passed classes and need the Regents Exam as well as those who are prepping for the exam.	RCT/Regents Prep Classes	RCT/Regents Prep is offered to students taking RCT/Regents exams	Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Open to all students	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. 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.	Ongoing during the school day
	Open to all students	School Psychologist Services	School psychologist, along with the IEP team evaluate students recommended initial, triennials, and requested reviews. The IEP team recommends services in the Least	Ongoing during the school day

	Open to all students	Social Worker Services	<p>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 & 3 services</p> <p>Social Worker meets with parents and students to discuss their due process rights. The social worker will also work with the parent to obtain outside support so the student can function socially and emotionally. The social worker is also part of the IEP team to recommend services in the Least Restrictive Environment.</p>	Ongoing during the school day
	Open to all students	At Risk Health Related Services	<p>School nurse or paraprofessionals provide services that are designed to address a child's specific health needs as documented by the student's physician and reflected on the IEP, to ensure a safe educational environment.</p>	Ongoing during the school day

Section 7: Title I Program Information

Directions:

6. All schools must indicate their Title I status in Part 1
7. All elements of the *All Title I Schools* section must be completed in Part 2
8. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
9. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
10. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
11. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> • 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 United Federation of Teachers (UFT) 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.

2b. 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).
<p>The strategies and activities for high quality professional learning for teachers, principals, assistant principals, paraprofessionals, and staff that enable all students to meet Common Core state Standards (CCSS) at Franklin Delano Roosevelt High School was collaboratively designed to create a "living" Professional Learning Plan. (See attached Professional Learning Plan for 2014-2015 school year)</p> <p align="center">THE * DEPARTMENT * OF * EDUCATION * OF * THE * CITY * OF * NEW * YORK</p> <p align="center">FRANKLIN DELANO ROOSEVELT HIGH SCHOOL</p> <p align="center">STEVEN DEMARCO, Principal</p> <p align="center">5800 20TH AVENUE, BROOKLYN, N.Y. 11204</p>
1) What is the rationale for engaging in ongoing monthly professional development?

- 2) What evidence was used to determine the need for specific Professional Development?
- 3) What is the intended outcome of school-wide professional development? How is instruction going to change after teachers are given the needed PD opportunities?
- 4) What is the action plan? How will teachers implement the plan in their classroom and what supports do they need to effectively do so?

Our rationale for Professional Development was based upon the schools current CEP and the 2014-2015 Citywide Instructional Expectations for High Schools. These documents clearly outline our mandated goals for the 2014-2015 school years. When evaluating our current data, such as Quality Review Feedback, AYP results, the current CEP, and progress report, the following professional development opportunities are essential (and will be provided) for increasing student achievement and teacher growth:

- Strengthening and utilizing a common lexicon and understanding of what quality teaching looks like by deepening school community comprehension of selected pedagogical domains within the Danielson/Advance framework
- Modify teacher created instructional tasks, and align curriculum, instruction, and assessments with the current CCLS anchor standards and instructional citywide expectations
- Planning teacher professional development based on student needs and abilities, also providing time and support for teachers to modify instructional tasks based on collegial feedback and student data (qualitative and quantitative)
- Training teachers in incorporating literacy strategies and Multiple Entry Points into all classrooms and modifying pre-existing curriculum to meet the needs of all learners
- Introducing and tailoring professional development to meet the needs and standards of the CCLS in every department (in curriculum, instruction, and assessment). For example, coaching students on how to cite informational text and develop argumentative essays based on interpreting a variety of academic sources and perspectives.
- Assessments using teacher generated rubrics, ethical grading practices, and ongoing student-teacher descriptive feedback
- “Actionable assistance” across the curriculum: sharing and utilizing differentiated instruction strategies that engage students and create cohesive learning (UDL strategies to accompany CCSS alignment across content areas)
- Describing, discussing, and providing templates and examples for successful implementation of the CCSS, particularly in assessing and modifying current curriculum for academic competencies in the following areas:
-Persistence (writing process), engagement (student –centered real life scenarios as hooks), organization (five step argument essay), communication, and self-regulation and reflection (portfolio assessments to showcase longitudinal learning).
 - Creating, editing, and viewing “snap shot” instructional strategy clips across disciplines to model and showcase CCSS alignment strategies across content areas (example: close reading of text using metacognitive markers/thinking notes)

As a method for actualizing these objectives, Franklin Delano Roosevelt’s administrative cabinet and selected highly effective teachers will continue research effective instructional practices and materials to accommodate the PD plan. The practices we research will be aligned to accommodate the needs of our students (as per formalized data evaluations and teacher feedback). Since a large majority of our students are in need of specialized instruction based on academic needs and abilities, we will modify and tailor our instructional practices to address the various needs, learning styles, and socio-academic areas

for growth of our ELLs and special needs populations.

Since the teaching and learning strategies used in curriculum planning are aligned with student assessments, the monthly PD given by the instructional/administrative facilitation team will be flexible and based on student outcomes. Our pedagogical strategies and planning and preparation goals will be in alignment with the CCLS standards in argumentative writing, close reading and writing, as well as discipline specific CCSS instructional shifts.

Much of the instructional anchors we will use are from exemplar videos obtained at teachingchannel.org. These videos will serve to enhance practices that are in accordance with UDL strategies to engage all learners. The strategies provided via “teaching videos” will serve as an instructional anchor for sharing and implementing school wide teaching strategies/practices that are practical, effective, and common core aligned.

The research that validates our instructional focus or professional learning and development can be found in the works of Carol Ann Tomlinson, Differentiated Instruction expert and educator, and Robert Marzano high yielding teaching strategies. Most importantly, UDL and Marzano strategies cater to the socio-academic needs of all our students, as well as improve the teaching repertoire of staff members so that they are able to better adapt to the changing needs of learners. Based on school-wide feedback, it was concluded that the following key concepts will need to be addressed through weekly Professional Development meetings:

- Aligning CCSS standards with weekly and monthly instructional topics, with a specific focus on vocabulary acquisition skills across the curriculum (L6), cooperative learning, and the creation of standards based rubrics to supplement authentic, grade appropriate performance tasks

Performance tasks should be: valid, reliable, and consistently applied throughout academic disciplines.

The rubrics generated from these tasks

- should also be fair and able to capture specific student strengths and areas for growth
- Modeling effective teaching strategies and instructional templates that address and enhance content literacy among all students, adolescent literacy PD across the content area (teachingchannel.org videos)
- Engaging all learners in debate and discussion regarding the content and concepts they are learning across disciplines
- Ongoing discussions to better foster a collaborative and cohesive teaching and learning environment that supports student engagement and academic growth.

September 2014: School wide Faculty Conference: Principal Addresses Staff in Auditorium

The Instructional cabinet will discuss and strategize ways to introduce major components of the Danielson/Advance framework into our reflective teaching practice, with specific attention paid to planning and preparation and creating an engaging teaching and learning environment. Templates used by administration during classroom observations will be shared and modeled in order to provide clarity in communicating school-wide instructional expectations in alignment with the 2014-2015 Citywide Expectations and the school CEP.

October 2014: Accountable talk via multiple entry points

As a school-wide focus, we will be describing, discussing, and providing examples of accountable talk and what it looks like in each department. Accountable talk generates higher order thinking and formative assessments. It can also serve as soft assessment data that can encourage student participation in academic discussion. The conversation and new learning’s gleaned from discussion will allow teachers to be more cognizant of how/when to embed assessment in instruction, as well as how to provide low-stakes quizzing and test prep to foster student self-esteem and academic readiness and competency. Some

strategies we will employ are: Thinking Notes, and Accountable Talk Sentence Starters to promote student to student discussion and active listening skills.

November 2014: Argumentative writing: The Five Step Argument Process

The Instructional cabinet will discuss the meaning and multiple interpretations (and fallacies) of the term academic “RIGOR”. This discussion will segue into how the Five Step Argument process can be used in the humanities to increase student learning and CCR. The FSA will be discussed and modeled step by step, as will the phases of the writing process.

Multiple Entry Points into argument writing: The Five Step Argument Process

-Claims, Evidence, Warrant, Counterclaims, and Rebuttals. For example, in the social studies department students will be taught a fusion of DBQ and argument writing skills and templates to explicitly teach and prepare students for academic writing in the content area and according to regents essay tasks. This is an initiative that will be occurring throughout the year as we prepare for the new CCSS aligned Social Studies exams using the C3 Framework.

- Creating Building Wide instructional coherence based on teacher team data
- Argument writing components and using MEP to teach argument parts
- Review of vocabulary acquisition strategies and close reading of texts
- Understanding and applying higher order questioning techniques and utilizing ARIS learn for enhancing professional learning (Danielson 3B)

December 2014: Modify assignments based on student data (Argument writing, essays, constructed responses for high stakes exams in the content area)

Introducing and implementing performance tasks that allow students to demonstrate learning of: Vocabulary acquisition strategies, organizational skills, and evidence based academic writing. Analyzing student data will provide us with baseline information to assess our students learning and target the instructional needs of the lowest third.

January 2015: Engaging students in strategies for text based discussion and argument writing

The Instructional cabinet will focus on how to model and incorporate text based scaffolded questions across the curriculum. Additionally we will utilize the support of the Teacher Center resources. We will demonstrate how to do this by modeling and sharing the Progression of Text Dependent Questions Pyramid, and aligning scaffolded questions to a subject specific aspect of the discipline they are modeling for. Developing lessons that are heavily rooted in analyzing informational text allows all students to become more independent and proficient readers and writers, and assures that all teachers are providing students with the opportunities to engage in close readings of complex text.

February 2015: The Socratic Seminar: Engaging all students in deep reading comprehension. Inter-visitiation using technique in science, social studies, and ELA

The Instructional cabinet will research and employ the Socratic Seminar model to enhance text based discussion and debate across content areas. Additionally, we will incorporate peer evaluations and actionable feedback utilizing the verbiage in the Danielson/Advance rubric to enhance and reflect on quality of instruction.

**As a building we will evaluate the efficacy of the current PD plan thus far.*

March 2015: Collaborate and modifying upcoming unit plans based on collegial feedback and a CCSS anchored planning template

The Instructional cabinet will demonstrate how to create Common Core aligned tasks across the curriculum. Teachers will engage in subject specific lesson planning, and will be given time to modify tasks and provide academic supports in order to deepen knowledge and maximize student learning.

April 2015: Departmental PD geared at promoting greater student engagement and provide targeted academic assistance to all students according to needs, strengths, and interests.

Each teacher will bring an assignment their students worked on, explain the assignment to their group member colleagues, and discuss and analyze the student work using a CCSS aligned rubric. Student work will be sorted into three piles of baseline assessments and specific supports to address each student's needs (from above standard to below standard) will be provided based on student results and teacher feedback.

May 2015: Summative Assessment preparation and the explicit teaching and reinforcement of study skills and strategies

Preparing students for the regents and culminating exams by consistently focusing on vocabulary acquisition strategies and close reading of text (Speaking/listening standard 1 and language standard 6). The Instructional cabinet will visit teachers within and throughout various content areas to examine and compare how they are incorporating instructional modifications throughout their learning environments to meet the needs of all students, while maintaining rigor and facilitating student comprehension.

June 2014: Utilizing teacher generated feedback from monthly Professional Development to create opportunities for adult learning based on teacher's instructional needs and interests (Differentiated Professional Development Gallery Walk and Share Fair)

Topics offered at Final Professional Development Meeting will include:

- Higher Order Questioning**
- Rubrics and Assessments**
- Actionable Feedback**
- Test Taking Skills and Strategies**
- Project Based Learning: Driving Questions and Culminating Projects**

The June focus will be on designing an instructional focus plan for the 2014-2015 school year based on end of year student assessments and teacher feedback from this year's final differentiated professional learning seminars and teacher team meeting data findings.

****The above PD Plan is subject to modifications due to the emerging needs of the school community.***

Evaluation: By the end of the 2014-2015 school years, administration and faculty will be observing and visiting each other in order to showcase and share the methods in which various strategies and instructional templates are being used throughout the school wide curriculum. Additionally, the school community will reflect on their learning and professional development experiences throughout the school year in order to discuss and define goals for the 2015-2016.

Also included in our continued efforts of fostering an on-going Professional Learning community, Franklin Delano Roosevelt High School will offer professional learning opportunities in the following areas:

- **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. Teachers 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. A Principal's decision was made to mandate the use of the Skedula Gradebook for all teachers during the 2013-2014 school year. 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.
- **Enhancing the Learning Environment in Instructional Support Services** PD will be provided by Ms. Helen Murray of Frank Cunningham Consultancy Inc. to enhance the learning environment in Instructional Services. Her duties include the following: (1) visit classrooms in order to help teachers prepare lessons and develop strategies that will facilitate student achievement, (2) attend teacher-team meetings in order to help teachers develop appropriate methods of evaluating student's work, (3) develop professional learning experiences for teachers outside of the classroom, and (4) identify teacher strengths and then organize teacher inter-visitations in order for teachers to share experiences and develop appropriate strategies for the population they are working with.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.
- Generation Ready (formerly A.U.S.S.I.E.) Professional Developers are working with the English, Social Studies, Science, and Mathematics Departments.
- Ms. Helen Murray of Frank Cunningham Consultancy Inc. will work with Special Needs Teachers
- Center for Applied Linguistics (CAL) will work with the ESL Department
- 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 2,335,710.00	X	14, 22-27, 29, 34-37
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$ 164,732.00	X	36
Tax Levy (FSF)	Local	\$ 15,641,318.00	X	14, 15, 18-21, 22-27, 34-37

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [Franklin Delano Roosevelt High School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [Franklin Delano Roosevelt High School] will support parents and families of Title I students by:

- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
- **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;**

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct 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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact

[Franklin Delano Roosevelt High 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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- **communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;**
- **respond to surveys, feedback forms and notices when requested;**
- **become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;**
- **participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;**
- **take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;**
- **share responsibility for the improved academic achievement of my child;**

III. 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;**
- **try to resolve disagreements or conflicts peacefully;**
- **always try my best to learn.**

**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	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	424	26		132	6		37	0		593
Dual Language										0

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	
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	
	ELL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	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
Intermediate(I)										169	147	66	125	507
Advanced (A)										64	85	93	86	328
Total	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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	185	129	59	87
Geography				
US History and	209	137	55	127
Foreign Language	389		379	
Government				
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:

- 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?
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](#))
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?
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. 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 AMAQ 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. Students are then sent to the Foreign Language Coordinator, Mr. Hai Tang Liang, certified Chinese teacher, and the LAB/BESIS Coordinator, Ms. Adrienne Naso, 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 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 Teacher Association 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 when students are initially interviewed and tested by the Foreign Student Coordinator and the LAB/BESIS Coordinator for ESL eligibility and appropriate placement. Forms are 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 and students. Translators are 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 instructions, 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. All ELLs receive 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, 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 a transitional bilingual education program.

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 is in English with a special emphasis on English language development. Furthermore, tutoring is offered in every subject and students are continuously referred by teachers or encouraged to participate. Language instruction and development is addressed, as adequate, in all disciplines.

4. 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.
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. Through the inquiry process and the teacher evaluation system, best practices and assessments are discussed to ensure proper evaluation of all four modalities of English acquisition.
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, 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 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 identified 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 a 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		

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

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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)?
 - 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. 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: <u>Franklin Delano Roosevelt H.S.</u>			School DBN: <u>20K505</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Steven DeMarco	Principal		1/1/01
Ms. Leonora Florio-Fintz	Assistant Principal		1/1/01
Ms. Michelle Muñoz	Parent Coordinator		1/1/01
Ms. Adrienne Naso	ESL Teacher		1/1/01
Ms. Juliana Egbunam	Parent		1/1/01
Mr. Hai Tang Liang/Chinese	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dr. Laura Alvarez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Enza Ferrantelli	Other <u>A.P. I.S.S.</u>		1/1/01
	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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Franklin D. Roosevelt H.S.	DBN: 20K505
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 650
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 24
of certified ESL/Bilingual teachers: 24
of content area teachers: 15

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). All Title III programs will have English as the language of instruction.

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

- Part of the Title III funding will be used for the Saturday Literacy Academy that addresses the needs of students with interrupted formal education (SIFE), long-term English language learners (LTEL), and beginner ELLs in particular. Four (4) groups will meet for a series of 30 Saturdays, for three and a half (3.5) hour sessions from November 2014 to June 2015.
- To expand services further, two groups of Special Needs students will form part of the Saturday Academy. A review of Regents exam outcomes revealed that special education ELLs were not obtaining adequate scores in science Regents exams. To address this concern, two (2) groups of no more than 10 identified students each, will meet for a series of 30 Saturdays, for three and one half (3.5) hour sessions from November 2014 to June 2015, 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 science Regents exams. Two (2) special education science teachers will be hired.
- As the Saturday Literacy Academy is in its eleventh 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

Part B: Direct Instruction Supplemental Program Information

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 from November 2014 to June 2015.

- Another supplement to the Saturday Literacy 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 the Saturday Literacy Academy, with the exception of Regents Prep, will be provided by the assistant principal supervision of ESL/Foreign Languages.
- Students attending the Saturday Literacy Academy will participate in a series of cultural trips, as follows:
 - National Museum of Mathematics (MoMath) – Saturday, December 6, 2014 - Admission and transportation by a school bus company will be paid from Title III funds.
 - Medieval Times – Saturday, January 31, 2015 – Admission and transportation by coach bus company will be paid from Title III funds.
 - New York Hall of Science – Saturday, May 2, 2015 – Admission and transportation by school bus company will be paid from Title III funds.
 - Bronx Zoo – Saturday, June 13, 2015 - 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
 - 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

Part B: Direct Instruction Supplemental Program Information

- 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 Title III activities. Due to the broad array of the activities that are offered, payment needs to be processed for the payroll twice a month for the Saturday Literacy Academy, 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. Also, the secretary will update weekly a data base for attendance. This secretary will work 10 hours a month during 9 months.
- As evident above, multiple activities will be taking place through Title III funding. 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 Title III programs (Saturday Literacy Academy, Special Needs Saturday Academy, ESL and Introduction to Computers Parent Academy, Parent Workshops, Regents Prep, Homework Club, Translations and Interpretations for Parents, and Professional Development for Teachers), will be purchased as listed in the Budget Summary.

Every effort will be made to hire certified ESL and bilingual content teachers. In the event that it is not possible to hire the 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

Part B: Direct Instruction Supplemental Program Information

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:

During the current school year, a wide variety of professional development will be offered. In addition, Collaborative Professional Learning will also be conducted twice a month. Monthly topics will be developed based on departmental needs to address all learners, especially ELLs. All content area teachers in all instructional activities will be scheduled to participate in Collaborative Professional Learning and at least one of the professional development series. All professional development will support ELLs, Title III teachers, and all other teachers.

Provider: Promethean World

Topics: Training teachers to use Promethean technology in the classroom to increase student engagement, assessment, and differentiation to address multiple entry points for ELLs, SWDs and other students

Presenter: Kate Mazzota

Participants: Open to all teachers

Schedule: 6 days from October - March

Provider: Generation Ready

Topic: Support teachers as they implement the Common Core Standards and the Chancellor's Citywide Expectations using multiple entry points for ELLs and SWDs

Presenter: Helen Kokkinidis

Participants: Title III teachers and all ESL/Foreign Language teachers

Part C: Professional Development

Schedule: 16 days from 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: Jennifer DiBella and Paul Brewster

Topics: Promote student literacy and college and career pathways

Participants: 10 teachers

Schedule: September - June

Provider: Center for Applied Linguistics

Presenter: TBD

Topics:

Developing Academic Literacy and Language in the Content Areas:

Participants will recognize multimodal forms of literacy in the context of different content areas and identify academic practices promoted by the CCSS that are interconnected with academic language. They will also learn instructional strategies to facilitate development of academic literacy and language in the content areas.

Research-Based Vocabulary Instruction for English Learners:

This workshop is intended to provide practical resources regarding vocabulary instruction for educators working with English Language Learners. The workshop is designed for classroom teachers and other educators and addresses how research-based techniques for vocabulary instruction can be incorporated into learning activities in ESL. Methods for identifying and teaching high frequency, high-utility

Part C: Professional Development

academic vocabulary will be demonstrated and then participants will be guided in developing classroom activities for introducing words with pictures and teaching words in the context of reading and literacy activities.

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

Schedule: December and May

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 60 three (3) hour sessions from October 2014 to June 2015. 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, in all languages following parental request, 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. Oral translations will be provided as needed by appropriate staff. Published materials will be translated by the Translation and Interpretation Unit. Presentations will address topics of concern to the parents. They are scheduled as follows:

Workshop: Navigating the American Educational System

Presenter: TBD

Date: November 19, 2014

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

Part D: Parental Engagement Activities

Workshop: Social Services for Newcomers

Presenter: TBD

Date: December 17, 2014

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

Workshop: College and Career Readiness

Presenter: TBD

Date: January 21, 2015

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

Workshop: First Language Matters

Presenter: TBD

Date: February 11, 2015

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

Workshop: Race, Culture, and Identity

Presenter: TBD

Date: March 18, 2015

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

Workshop: Immigrants Have Rights Too

Presenter: TBD

Date: May 27, 2015

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 in multi-lingual flyers, shared with the Parent Teacher Association (PTA), and included on

Part D: Parental Engagement Activities

the Parent Newsletter that is issued once a month. This newsletter is published in multiple languages. In addition, the phone master program will be used in multiple languages to inform parents of upcoming meetings and events. 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: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professionalsalaries (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	_____	_____