



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

20K505

School Name:

FRANKLIN DELANO ROOSEVELT HIGH SCHOOL

Principal:

STEVEN 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
Grades Served: 9-12
School Address: 5800 20 th 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
SLT Chairperson: Ms. Theresa Ocol
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Cindy Tran
Maria Vera

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

Borough Field Support Center (BFSC)

BFSC: Team 6 Director: Cheryl Watson-Harris
Director's Office Address: 415 89 Street , Brooklyn, New York 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: (718) 759-4932 Fax: (718) 759-3909

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Cindy Tran, Rabea Ali, Maria Vera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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/	
Gregory Bernardi	Member/	
Ana Sanabria	Member/	
Michele DeMeglio	Member/	
Liza Aizner	Member/	
Sharon Calder	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sherlon Griffith	Member/	
Farzana Massimi	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Franklin Delano Roosevelt High School is a large comprehensive high school with a diverse school community. To provide the best possible high school experience and college preparation, FDR offers a wide variety of required coursework, a multitude of elective courses, and an extensive offering of extracurricular activities and athletic teams. At FDR, we believe in creating a renaissance student. To meet that goal, we have 3 educational options for students to apply to based on their interest. Students are able to apply to our Math and Science Academy, Global Business and Information Technology Program, or our Literacy Through the Arts program. These magnet programs were designed to allow students to follow a particular series of courses that would prepare them for continued study on the college level. Our school community has developed an ongoing partnership with Follow Us to Success which provides college insight for students. Additionally, FDR has many college preparatory courses that are offered through our extensive Advanced Placement offerings, our College Now program, and our budding University in High School partnership with SUNY Albany.

Our Freshman Academy has been a way to help transition students from 8th grade into a high school environment without losing a sense of someone watching over them. The Academy has students who travel together in a cohort and share the same teachers and counselors. The staff meets regularly to discuss the educational needs of the students in their cohort as well as the socio-emotional needs of the students to ensure success at FDR. We are also building a sense of academy within our sophomore and junior years. Each of these academies has an Assistant Principal, teachers and guidance counselors who follow the progress of the students and conduct follow-up meetings with students to provide the best opportunities for student success. In addition to our 3 magnet programs, we are a zoned school with over 3,200 students registered. Of these, we currently have over a 41% ELL population. Our students face many challenges as newcomers to our country and one of the major goals we have is to create a sense of inclusivity. In an effort to provide opportunities for our staff to meet the needs of all of our students, we are transitioning to a single session school in order to facilitate Professional Learning opportunities for all teachers.

Last year, our focus was on increasing credits in the lowest 3rd in 9th, 10th, and 11th grades and raising our graduation rate by 7%. We identified areas where we were able to help improve those numbers by using Priority School money to create additional Regents preparatory courses and after-school classes for students to get back on track. While we have been creating newly aligned Common Core curricula, we see the importance of continuing this work in Mathematics and Social Studies. Another area of focus within our pedagogical needs revolves around Domain 3 of the Danielson Framework. This year we plan on continuing our partnership with Generation Ready to help teachers develop stronger skills around Domains 1 and 3.

20K505 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	3244	SIG Recipient	N/A
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	N/A
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%
% 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				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>Based on our Regents’ data and our most recent Quality Review, the areas for improvement are twofold and connected to one another.</p> <p>Our school-wide instructional focus is designed to:</p> <p>1- Ensure that Professional Learning Communities, which will be comprised of all teachers in the building, will allow for new structures and curricula designed through the CCLS lens that will provide rigorous instruction for all students across all subjects.</p> <p>2 - Promote school-wide coherence among all content areas and all constituents’ beliefs about how students learn best.</p> <p>3 - Ensure these beliefs translate to common instructional strategies across classrooms. Moreover, our instructional focus entails sharpening teachers’ pedagogy via feedback provided through observations cycles based on the Danielson Framework. We would like to progress towards the use of standards when developing higher level questions on the DOK wheel and administer more common assessments, in addition to the Regents and benchmark assessments would like to progress towards the use of standards when developing higher level questions on the DOK wheel and administer more</p>		

common assessments vis-à-vis checks for understanding in the classrooms, in addition to the Regents and benchmark assessments.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015 – 2016 school year, it will be expected that our school develop a strong, shared understanding of instructional excellence utilizing Professional Learning Communities and observation cycles. The goal is to increase student engagement and deepen student understanding by developing rigorous questioning, discussion and assessment techniques that foster student to student questioning and student-led discussion as well as student engagement in learning as evidenced by teacher to student and student to student interactions and by activities that are aligned with instructional outcomes designed to challenge student thinking resulting in most students actively engaged and participating in every lesson. This is a school-wide goal to be accomplished in all subjects and with all student populations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Our school is looking to build a strong professional learning community. To accomplish this goal we have changed the school sessions from Multi to a Single session. Single session schools have built into their work week: 1) 80 minutes of Professional Learning Time/Professional Learning Communities 2) 75 minutes of Parent Outreach. This change will allow for PLT meetings which will provide teachers with the</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal Administration Lead Teachers</p>

<p>opportunity to collaborate. This collaboration allows for teachers to work together in grade-level teams, department teams, and interdisciplinary teams based on the areas that they have identified in their own professional and personal goals that were established as part of their Individual Planning Conferences. Teachers will plan further as part of subject course and grade level teams to address CCLS alignment in units of study and unit plans. During this time, teachers will look at student work, following a protocol to address gaps in learning. Specifically designed workshops to guide teachers toward: effective questioning techniques and effective lesson planning, UDL, DOK, rigor in the classroom and a series of best practices will be integrated into our professional learning community sessions.</p>			
<p>2. Providing structured Professional Learning with teacher teams focusing on the Danielson Framework for Teaching which will incorporate ways of engaging teachers in an ongoing inter-visitation program with their colleagues, developing exemplary teacher practices aligned to Danielson Domains 1 and 4, as well implementing highly effective engagement practices focusing on Danielson Domains 2 and 3.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal Administration Lead Teachers Superintendent’s Office</p>
<p>3. Provide Professional Learning for team teachers who will be meeting the needs of the new ENL</p>	<p>ENL Teachers Content Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration Superintendent’s Office</p>

initiative for ESL and content area teachers. Administration will implement several Integrated Co- Teaching models and provide Professional Learning to ensure that ESL teachers are being utilized to their fullest potential in each classroom			
4. The school will implement a universal grading policy. With teacher input, administration will design a range for each grading component. Each Instructional AP will choose the percentage for their respective departments. All students will have a good idea of how they are being graded school side.	All students	September 2015 – June 2016	Administration Teachers Guidance Counselors Program Office

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order for our school to attain our goals and meet the needs of our action plan we need:											
1. Professional learning time that follows a cohesive protocol that will be used throughout the building											
2. Professional Development opportunities provided through Superintendentcy											
3. Assistant Principal and Principal meetings											
4. Lead teacher meetings											
5. Common planning periods strategically organized school-wide to encourage subject specific collaboration to increase discussion strategies											
6. Per-session funding for creation and adaptation of curriculum plans.											
Continuing our partnership with Generation Ready to help teachers develop stronger skills around Domains 1 and 3.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By November 2015, 40% of observations will be completed. Through the Administration's inquiry, we will assess areas of focus within the MOTP, specifically, components 1e, 3b, 3c, and 3d and develop further Professional Learning around these components.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.

Based on our High School Quality Snapshot, 81% of students feel that our school offers enough variety of programs, classes, and activities to keep them interested in school. 82% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. 91% of parents said that they would recommend our school to parents and they are satisfied with the education their child receives. Based on this information and our most recent Quality Review, we feel the need to challenge all students more in classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the NYC School survey will indicate that at least 88% of the students at Franklin Delano Roosevelt High School are satisfied with the Instructional Core and School Culture .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Continue to provide college level coursework in all content areas to allow students to become entrenched in college style expectations.</p>	<p>Junior and Senior Students</p>	<p>September 2015 - June 2016</p>	<p>Administration Lead Teachers College Advisors Guidance Counselors</p>
<p>2. Allow time for the development and updating of Common Core aligned curricula and unit planning.</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>Principal Administration Lead Teachers Teachers</p>
<p>3. Utilize Professional Learning Time to allow teachers to discuss best practices and ways to incorporate vigorous,</p>	<p>All Teachers</p>	<p>September 2015 - June 2016</p>	<p>Administration Lead Teachers Generation Ready Literacy and Math Matters</p>

engaging curricula and lesson plans into their cache of work.			
4. Provide a safe learning environment within the school and individual classrooms.	All Students	September 2015 - June 2016	Principal Administration Deans School Safety

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Specifically designed time for curriculum creation and adaptation as well as common planning time for grade level or subject matter teachers must be incorporated into the school day. Professional Learning Time within the school building moving from a multi-session time frame to a single-session timeframe. PLT provided by the Superintendency to help guide development and coherence across the content areas.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By the beginning of November 2016, monitoring of components 1e, 2a, and 2d will provide insight as to the instructional core is meeting the needs of all students in all subject areas and students’ perception of the overall safety and environment of the school.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>For the 2015-2016 school year we saw the need for Professional Learning 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. While the school has attempted to incorporate a more student centered classroom, the administration believed that there are areas where improvement is still needed. After assessing the work accomplished and our 2014-2015 Quality Review, we believe there is a stronger need to not only continue our work around multiple entry points, but we determined the ongoing need in provide Professional Learning for:</p> <ol style="list-style-type: none"> Curriculum mapping Unit/Lesson planning <p>Higher order questioning and discussion techniques</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By the end of December, 2015 we intend on building teacher team capacity by the sharing of best practices among department members weekly, and school wide at least once per term, to foster a culture of collaborative and</p>

professional learning to align current curricula to the Common Core Learning Standards. Additionally, we will provide more Professional Learning time amongst staff to collaboratively work on improving instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Dedicated and structured Professional Learning time which was created by moving the school to single session thus allowing time for teachers to meet and work collaboratively on:</p> <ul style="list-style-type: none"> - curriculum design and adjustment - unit and lesson planning <p>inquiry teams</p>	<p>All Teachers</p>	<p>September 2015 - June 2016</p>	<p>Administration UFT Teacher Center Teacher Lead Teachers</p>

2. Common planning time to allow teachers of ICT and ENL/Content classes to work collaboratively in designing lessons and projects.	Teachers of ICT, ENL, and Content Teachers	September 2015 - June 2016	Administration Lead Teachers Content Area Teachers
3. Develop a plan of Action Research that will allow teachers to unpack student work and issues related to the work. Teachers will then be able to develop short-term and long-term strategies to help advance student achievement.	Students at risk	September 2015 - June 2016	Administration Lead Teachers Content Area Teachers
4. Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work and make necessary adjustments. Teachers will also tailor differentiated instruction techniques and strategies that will include multiple entry points for students to ensure student engagement in the learning process for all students, including ENL's and SWD's.	All Teachers	September 2015 - June 2016	Administration UFT Teacher Center Teacher Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
An adjustment in the schedule that would allow the school to become a single session would allow for Professional Learning. As a single session school, Monday would have 80 minutes allocated for Professional Learning as per the UFT contract while Tuesday will have 75 minutes allocated for parent outreach. A strategically organized school-wide program that allows for common planning time for teachers. Professional Development opportunities provided through our Superintendency. Creation of weekly Professional Learning meetings, as well as several full day PD opportunities throughout the year for teachers to present strategies.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Ongoing observations of teacher lessons and monitoring of progress that comes from the Wednesday Professional Learning time. We will provide an opportunity for staff to discuss their successes and pitfalls in an open forum by the middle of November.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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 a life applicable on the field of 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.</p> <p>Franklin Delano Roosevelt High School leadership makes all strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 9 th , 10 th , 11 th , and 12 th resulting in the increase of our graduation rate by 5% by June 2016, 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 activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</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</p>	<p>All Students Grades 9-12</p>	<p>September 2015-June 2016</p>	<p>Principal, All Assistant Principals, All Teachers</p>

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.

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.

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. (2014-2015) NYC School Survey Report, Indicators 7.2, 7.7, 7.7, & 7.9)

We will continue to offer the electives created during the 2011- 2012 school year

for our new magnet programs (Note : This is not part of the USDOE Competitive Magnet Grant.) to reflect college and career readiness. All of these courses require the use of critical thinking skills, having the ability to work in a collaborative environment, being a part of industries that are rapidly growing, and a major part of society's new media. Obtaining these skills

and knowledge, we believe will help our students achieve and be successful in the 21 st Century and beyond. Our new programs will enhance effective instruction by teaching students how to:

a. Work independently and with others to solve a variety of intellectual problems.

b. Process information on multiple levels and in a variety of ways.

c. Use tools and strategies to work on academic problems.

d. Communicate understanding by multiple means.

e. Monitor progress towards meeting personal goals.

f. Make connections on what is learned today for themselves and to apply them to be successful in their post-high school and

career lives, as well as being successful life-long learners.

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 (9 th 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 (10 th 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 (11 th 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.

The Guidance Counselors at Franklin Delano Roosevelt High School will conduct an in depth analysis of data for our Junior (11 th 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.

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

<p>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,</p>	<p>All Students Grades 9-12</p>	<p>September 2015-June 2016</p>	<p>Principal, All Assistant Principals, All Teachers</p>

<p>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>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>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 2015-2016 school year.</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>All Students Grades 9-12</p>	<p>September 2015-June 2016</p>	<p>Principal, All Assistant Principals, All Teachers</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 2015-June 2016</p>	<p>Principal, All Assistant Principals, All Teachers</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>A teacher per session line was created with hours to pay for an extension of our College Now Program.</p> <p>A Guidance Counselor per session line was created for Data analysis of 3 rd year students.</p> <p>A guidance counselor per session line was created to fund Guidance Counselors hours each to complete transcript analysis.</p> <p>A Secretary per session line was created to process each of the two Guidance Counselor activities above.</p> <p>Funds have been set aside to facilitate our grade-level college field trips.</p>

In order to fund and pay for coverage's and substitutes, a prep line and teacher regular grades line was created.

The school will purchase new graphing calculators to assist our students in meeting N.Y.S. Standards of Assessment.

Franklin Delano Roosevelt High School's Assistant Principal of Organization is designated to spearhead and monitor all spending and purchasing to fulfill this goal.

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.

Franklin Delano Roosevelt High School will continue its partnership with Kingsborough Community College in participating in the College Now Program.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 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 2016 as the mid-point benchmark in determining the success of our goal and to make adjustments where warranted. 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.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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.</p> <p>“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 Review s, 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.</p> <p>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.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</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 2015-2016 school year.</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>All School Constituents</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.

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.

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 parents and students with school requirements, a guided tour of our school building.

Refreshments will be served at the Open House Evening.

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:

- 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

<p>- Assist parents in navigation of the school system.</p> <p>- Continually create a warm welcoming environment for parents. Spear-heading this initiative is the school's Parent Coordinator.</p> <p>- Parental workshops on the use of computers.</p> <p>- Workshops on navigating Pupilpath.</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>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>All Parents</p>	<p>September 2015-June 2016</p>	<p>All School Constituents</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>			
<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 County Development to help meet the needs of our</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>All School Constituents</p>

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:

- 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

<p>language to inform parents of school events and upcoming important school dates.</p> <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 2014- 2015 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>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>All School Constituents</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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.

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

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.

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2015-2016 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 2015 and will continue into the Spring of 2016.

The Parent Outreach Program will continue in September 2015 and will proceed through June 2016.

The Evening Parent Academy coordinated by the Assistant Principal ESL/Foreign Language, and assisted by the Parent Coordinator will begin in September 2015 and will continue through June 2016.

By January 2016, 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 2016, 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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.)
<p>English Language Arts (ELA)</p>	<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>

<p>Mathematics</p>	<p>Open to all students</p> <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>AMP Math</p> <p>Saturday Literacy Academy</p> <p>RCT/Regents Prep Classes</p>	<p>A system that incorporates math as a support to the current general education math curriculum, both online and one-on-one instruction</p> <p>Students have a choice to attend the Math Department’s Literacy Academy to work on Destination Math; Saturday Literacy program for students programmed for special classes to support students instructional needs</p> <p>RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	<p>Ongoing during the school day and Saturday Math Literacy Program (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</p> <p>Saturday Literacy Program (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</p> <p>Ongoing during the school day and 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 need the Regents Exam as well as those who are prepping for the exam.</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</p>	<p>During the school day</p> <p>Ongoing (each semester)during the school day</p> <p>Ongoing basis (each semester) during the school day</p> <p>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</p>

			<p>material before taking the Regents examination</p> <p>RCT/Regents Prep is offered to students taking RCT/Regents exams</p>	
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.)	<p>Open to all students</p> <p>Open to all students</p> <p>Open to all students</p> <p>Open to all students</p>	<p>Related Service Guidance</p> <p>School Psychologist Services</p> <p>Social Worker Services</p> <p>At Risk Health Related Services</p>	<p>Related Service Guidance counselors provide mandated counseling as per student's IEP. Services are delivered individually, and in small groups of three, five and eight. The related service provider provides services to improve social and emotional functioning in the areas of appropriate school behaviors, discipline, self control, conflict resolution, self-esteem issues and other coping skills that may interfere with learning.</p> <p>Through continuous outreach with other organizations, related service providers bring in guest speakers to discuss specific topics that support students' social, emotional, and transitional academic or career needs.</p>	<p>Ongoing during the school day</p>

			<p>School psychologist, along with the IEP team evaluate students recommended initial, triennials, and requested reviews. The IEP team recommends services in the Least Restrictive Environment.</p> <p>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> <p>School nurse or paraprofessionals provide services that are designed to address a child's specific health needs as documented by the student's</p>	
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			physician and reflected on the IEP, to ensure a safe educational environment.	
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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 Human Resources point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines. Human Resources provides services where a teaching candidate can sit with an 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. <p>Professional Development consultants work with all staff in a continuous cycle of embedded professional development.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals 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 2015-2016 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 20 TH 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 2015-2016 Citywide Instructional Expectations for High Schools. These documents clearly outline our mandated goals for the 2015-2016 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 2015: 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 2015-2016 Citywide Expectations and the school CEP.

October 2015: 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 2015: 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 2015: 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 2016: 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 2016: The Socratic Seminar: Engaging all students in deep reading comprehension. Inter- visitation 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 2016: 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 2016: 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 2016: 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 2016: 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 2015-2016 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 2015-2016 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 2016-2017.

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.

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/information, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	2,393,908.00		
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	129,984.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	16,771,984.00		

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

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 (SPC) Template

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 on 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 will 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.

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: <u>Franklin D. Roosevelt H.S.</u>	DBN: <u>20K505</u>
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: <u>650</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>24</u>
of certified ESL/Bilingual teachers: <u>24</u>
of content area teachers: <u>15</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

An analysis of the NYSESLAT results indicates that, although showing improvement, ELL progress from the intermediate to the advanced level, and the advanced level to the proficient level of ESL could be at a faster pace that would lead to graduation within their cohort. It is evident, given our high register that the number of Students with Interrupted Formal Education (SIFE) continues to increase, as well as the number of Long-Term ELLs (LTELLs). It is clearly noticeable that in order to make these gains in a timely fashion, we must provide all ELLs at FDR with greater intensive academic interventions to facilitate their movement to proficiency. Students at the beginner and intermediate level should be afforded more exposure to the English language than what is provided during the regular school day and advanced level students with solid academic instruction need more to accelerate their reaching cognitive academic language proficiency (CALP). 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 (LTELL), 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 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,

Part B: Direct Instruction Supplemental Program Information

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
 - 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,

Part B: Direct Instruction Supplemental Program Information

all content area teachers will participate in the school's professional development program geared toward developing vocabulary and literacy through content instruction. Refer to the professional development chart further ahead in this document.

Part C: Professional Development

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

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

Begin description here: _____

- 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

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

Part C: Professional Development

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 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 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.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	_____	_____

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Steven DeMarco	Assistant Principal Leonora Florio-Fintz
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Adrienne Naso/ENL	School Counselor Laura Alvarez
Teacher/Subject Area Hai Tang Liang/Chinese	Parent Farzana Massimi
Teacher/Subject Area type here	Parent Coordinator Michelle Muñoz
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) Brandon Chall/A.P. I.S.S.

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	17	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	5	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	3140	Total number of ELLs	1120	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	172	199	19	5	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1120	Newcomers (ELLs receiving service 0-3 years)	862	ELL Students with Disabilities	103
SIFE	98	Developing ELLs (ELLs receiving service 4-6 years)	163	Long-Term (ELLs receiving service 7 or more years)	95

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	359	33	1	29	6	0	7	1	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	503	30	0	134	20	2	88	8	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 16

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										96	146	16	5	0
SELECT ONE										76	53	3	0	0
SELECT ONE														0
TOTAL	0													

**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																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										115	85	13	20	0
Chinese										109	208	69	52	0
Russian										27	34	13	9	0
Bengali										20	35	16	14	0
Urdu										31	31	5	3	0
Arabic										18	30	6	5	0
Haitian										4	4	1	0	0
French										1	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	1	0
Polish										0	2	0	0	0
Albanian										2	1	0	0	0
Other										34	61	23	18	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Entering (Beginning)										173	69				0
Emerging (Low Intermediate)										12	5				0
Transitioning (High Intermediate)															0
Expanding (Advanced)										6	8	2	1	0	
Commanding (Proficient)										11	9	1		0	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	4	21	69	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										43	76	65	80	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	323	0	183	0
Integrated Algebra/CC Algebra	139	61	122	57
Geometry/CC Algebra	186	0	156	0
Algebra 2/Trigonometry	93	0	82	0
Math _____				
Chemistry				
Earth Science				
Living Environment	81	38	55	35
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	292		152	
Geography				
US History and Government	182		146	
LOTE	389		379	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	18	17	19	21				
Chinese Reading Test	17	16	32	78				

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Students are initially assessed by the NYSITELL and in-house exams in math, English and their home language if they opt for the Chinese or Spanish transitional bilingual program. In addition, teachers have developed, through teacher teams, base-line assessments for the courses that they teach. The ELL Periodic Assessment will also be used. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Eighty percent of over the counter ELLs entering FDR for the first time score in the Beginner/Entering level on the NYSITELL. On the NYSESLAT, ELLs in the ninth and tenth grades have the largest number of students score at the Beginner/Entering level, followed by the Low Intermediate/Emerging, Intermediate/Transitioning, and Advanced/Expanding. In the eleventh grade the least number of ELLs scored at the Beginner/Entering level. The majority scored at the Advanced/Expanding level. For twelfth graders, a greater number scored at the Intermediate/Transitioning level than at the Advanced/Expanding level. Compared to the other grades, ELLs in the twelfth grade had the smallest number of students in the Beginner/Entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Current data on NYSESLAT modalities was not made available by NYSED for this past year. However, past data has shown that out of the four modalities Listening has been the lowest scoring for the majority of ELLs in the ninth and tenth grades. As grade level increases and years spent in the U.S., Listening scores also increase. Therefore, in the lower levels of ENL, especially the Beginner/Entering level, the focus on listening needs to be greatest.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home 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 and to drive instruction. The assessments have shown a need for ELLs to improve their reading and writing skills. The home language is used in bilingual classes and home 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?

An interview with parents, the student's educational history/background, the HLIS (Home Language Identification Survey), and foreign school records are evaluated upon intake to ensure proper credit is granted and placement is appropriate. ELL students in the content area (science and social studies) are grouped together so these students' acquisition of English and content area vocabulary can be more appropriately addressed. Content area teachers receive professional development to help them develop strategies to build the English language skills of ELLs through the content area that they teach. In addition, a teacher team comprised of ENL teachers and home 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.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Students who may be ELLs, who are referred to FDR by the placement center, are initially interviewed by intake personnel in the guidance office. After reviewing student documentation and interviewing parents, parents are given the Home Language Identification Survey (HLIS) which gathers information pertaining to the language students use at home, as well as students' prior education to determine ELL and SIFE status and the proficiency level of students whose home language is not English. Students are then sent to the Foreign Language Coordinator, Mr. Hai Tang Liang, a certified Chinese teacher, and the LAB/BESIS Coordinator, Ms. Adrienne Naso, a certified ENL teacher. There the SIFE questionnaire is completed and they are given the NYSITELL to determine ENL entitlement and status as students with interrupted formal education (SIFE). Students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the Literacy Evaluation for Newcomer SIFE (LENS). Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish LAB test to determine language dominance.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon intake, information from the HLIS is used to find if a student has had inconsistent or interrupted education. After the SIFE questionnaire has been completed, students who are SIFE and will be further evaluated to determine their language and math literacy by the LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student enters FDR with an IEP, the IEP is reviewed by the Assistant Principal of Instructional Support Services to determine language needs. If the student is not currently receiving ELL services however, and the home language from the HLIS is something other than English, the Language Proficiency Team (LPT) forms to review evidence of the student's English language development. The LPT is comprised of the Assistant Principal of Special Education, one special education teacher, one ENL teacher, and the parent/guardian of the student. If the team feels that the student may require ELL services, they recommend that the student take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

During the intake process entitlement and non-entitlement notification letters are immediately distributed on the same day after the NYSITELL has been scanned and the score has been determined.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

When parents receive the entitlement or non-entitlement letter, they are also informed of their right to appeal their child's ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

While the LAB/BESIS Coordinator administers the NYSITELL to the new students, parents read a pamphlet available in many languages about the program choices and view the Parent Orientation Video. Both are available in many native languages and provide information on the three program choices. The ENL/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 standalone ENL for all students for whom there is no bilingual instruction program available. Parents then select from the programs available and sign a Parent Survey and Program Selection Form. Students are then placed based on their score in the NYSITELL and the parent program selection. Students whose parents opt for the Spanish or Chinese Bilingual Program are also given a home language arts (HLA) placement exam and scheduled for HLA classes accordingly. Spanish speaking students also take the Spanish LAB exam. Additionally, within the first ten days of the school year parents are invited to a Parent Orientation Meeting, where the Parent Orientation Video is presented one more time. During that meeting, parents meet with bilingual counselors who offer information on parental options, graduation requirements, Regents exams, New York State English as a Second Language Test (NYSESLAT), school guidelines, services available and calendars of parent and student activities. A group of translators in languages such as Russian, Arabic, Urdu, Bengali and Albanian are also present to offer simultaneous interpretation to parents. At this meeting, the school Parent Coordinator, Ms. Muñoz is present, as well, and provides parent support information.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned directly after over the counter students are initially interviewed and tested by the Foreign Student Coordinator and the LAB/BESIS Coordinator for ELL eligibility and appropriate placement. Forms are securely kept on file by the LAB/BESIS Coordinator in the ELL/Foreign Student Support Center.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All Parent Survey and Program Selection forms are returned during the intake process.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parents are immediately notified of their child's program placement based on their preferences as seen on the Parent Survey and Program Selection form and after the results of the NYSITELL have been determined.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is kept on file by the LAB/BESIS Coordinator in the ELL/Foreign Student Center as well as in the student's permanent record on file in the Guidance Office.

11. 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 database 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After the results of the NYSESLAT are received, continued entitlement and transitional support letters are sent home to parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

A total of 315 identified ELLs have registered at FDR since the beginning of the fall 2014 semester. Parental program choice has been as indicated ahead. Of the 111 Chinese speaking students registered, parents of 93 (84%) of them opted for our Chinese Transitional Bilingual Program; and parents of 18 (16%) of the students registered opted for standalone ENL instruction. Of the 63 Spanish speaking students registered, parents of 50 (79%) of them opted for our Spanish Transitional Bilingual Program; and parents of 13 (21%) of the students registered opted for standalone ENL instruction. Parents of all of the 172 (100%) students speaking other languages, opted for standalone ENL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
As a large high school, FDR offers departmentalized instruction, with classes provided in 43 minute periods. Eight periods of instruction are provided from 8:15 a.m. to 2:29 p.m. All ELLs receive standalone ENL instruction in homogeneous groups according to their proficiency level following the mandates set forth in CR Part 154. Every ELL also receives integrated ENL and content area instruction in English Language Arts in homogeneous groups.
 - TBE program. *If applicable.*
In addition to standalone ENL classes and an integrated ENL/ELA class, ELLs are also programmed for a homogeneous HLA class and at least two heterogeneous bilingual content area classes that are 43 minutes per day five days a week for a total instruction of 215 minutes each.
 - DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Content area, foreign language, and HLA classes are offered in single period classes (43 minutes per class/5 days a week), whereas ENL instruction is given per CR Part 154 guidelines. At the Beginner/Entering level, two periods daily of standalone ENL instruction (one double period class) is provided for a weekly total of 430 minutes as well as one daily 43 minute period of integrated ENL/ELA for a weekly total of 215 minutes. At the Low Intermediate/Emerging level, one daily 43 minute period of standalone ENL instruction is provided for a weekly total of 215 minutes as well as one daily 43 minute period of integrated ENL/ELA instruction for a weekly total of 215 minutes. At the Intermediate/Transitioning level one integrated ENL/ELA class is provided for a weekly total of 215 minutes. At the Advanced/Expanding level students receive one period daily of integrated ENL/ELA for a weekly total of 215 minutes. At the Proficient/Commanding level students are entitled to one integrated ENL/ELA class for a weekly total of 215 minutes for two years after being designated as former ELLs. 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 NYSITELL score. Six semester levels of HLA instruction in Spanish and Chinese are given during one 43 minute period a day to all students in the transitional bilingual education programs.

3. Describe how core content is delivered in each program model. 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' home language and English, decreasing the use of the home language as the students' English proficiency improves. In the standalone ENL program, delivery of instruction in the content areas is in English with a special emphasis on English language development. Bilingual dictionaries and content area word for word translation glossaries are available. Furthermore, tutoring is offered in every subject and students are continuously referred by teachers or encouraged to participate. Differentiated language instruction and development is addressed, as adequate, in all disciplines.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 Home Language Arts (HLA) to ELLs to develop and maintain literacy in their own language. Through challenging, high quality HLA instruction, ELLs make an easier transition into the second language. ELLs are appropriately evaluated in their native languages through formal and informal classroom assessments that include an initial baseline assessment and additional assessments that are developed according to student needs. Moreover, the Chinese Reading test and the Spanish reading test, El Examen de Lectura en Español (ELE), are given annually.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated by formal and informal classroom assessments. Formal exams are collected and reviewed. Best practices and assessments are discussed in teacher teams to ensure proper evaluation of all four modalities of English language acquisition. In addition, through the inquiry process, teacher teams develop rubrics and baseline assessments that evaluate all four modalities and subsequent assessments that are differentiated according to the needs of students.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 Saturday Literacy Academy, ENL Literacy instruction, tutoring (individual, small group, and peer), and/or academic support from the ELL/Foreign Student Coordinator.

Newly arrived students and those who have been in U.S. schools less than three years are scheduled for all the required classes per the level and grade they are placed in. This is determined by the NYSITELL 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 the Saturday Literacy Academy. Parents are continuously informed through phone calls, mail, and Pupilpath of the academic progress of their children.

ELLs who have been receiving services for 4 to 6 years and Long-term ELLs, are scheduled for all the required classes per their score on the NYSESLAT and their academic grade progress. The LAB/BESIS coordinator keeps track of student progress and collaboratively with guidance counselors recommends academic interventions, as needed. Academic interventions available for all ELLs include participation in Peer Tutoring, Homework Club, Regents prep and the Saturday Literacy Academy. The LAB/BESIS coordinator also works in close collaboration with the testing coordinator to ensure that ELLs taking Regents Examinations are given all the allowed accommodations. Our department keeps several carts equipped with word-for-word dictionaries to lend to students while they are taking Regents Examinations.

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

data base has been created that is updated on a yearly basis. Proficient/Commanding ELLs are offered peer tutoring in the ENL/Foreign Student 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 Regents preparation course for students who have tested Proficient/Commanding on 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 the two years after proficiency has been achieved.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Students' academic progress as well as their socio-emotional state are closely monitored by their guidance counselors as well as the ENL/Foreign Student Coordinator and the LAB/BESIS Coordinator. Academic interventions are immediately employed if there is an

indication of any adverse affects.

8. 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 use 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, Promethean Boards, & 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.
- Constant checks for understanding: "Thumbs up, down, sideways" and the use of Promethean Actiview specifically designed for ELLs.
- New supplemental curriculums were ordered for NYSAA ELL students. These included UNIQUE, Attainment, and Equals. All of these programs provide students with hands-on manipulatives. UNIQUE includes Common Core-aligned stories with visual supports for various ENL levels.
- Teachers have moved to a student-centered learning environment. Group work and pairing activities are frequently used. This enables ENL students to get help from their peers which will force them to use the English language on a more consistent basis.

Teachers act as the facilitator, assisting students as necessary.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL classes. All level 1 15:1 incoming students who read significantly below grade level are programmed for one ENL Orton-Gillingham Reading class to work on

Chart

their phonemic and decoding skills along with another ENL class. Some bilingual students take ENL classes in the mainstream. All ICT or SETSS students receive ENL services in the mainstream through either an ICT ENL class or a mainstream ENL class. ENL students who are classified as having a Speech/Language Impairment also receive Speech Services. Curricula is modified from the mainstream. Teachers are encouraged to add pictorial images to their presentations to help ENL students associate words to pictures. All lessons are aligned to the Common Core shifts which includes teaching academic vocabulary and using non-fiction sources. Teachers also perform word study with the students. Not only do they teach the meaning of the word, they also teach the origin, and root of the word as well. Our ENL teachers have common planning time with content area teachers to ensure that curriculum is modified for all students to access including ELL-SWDs

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

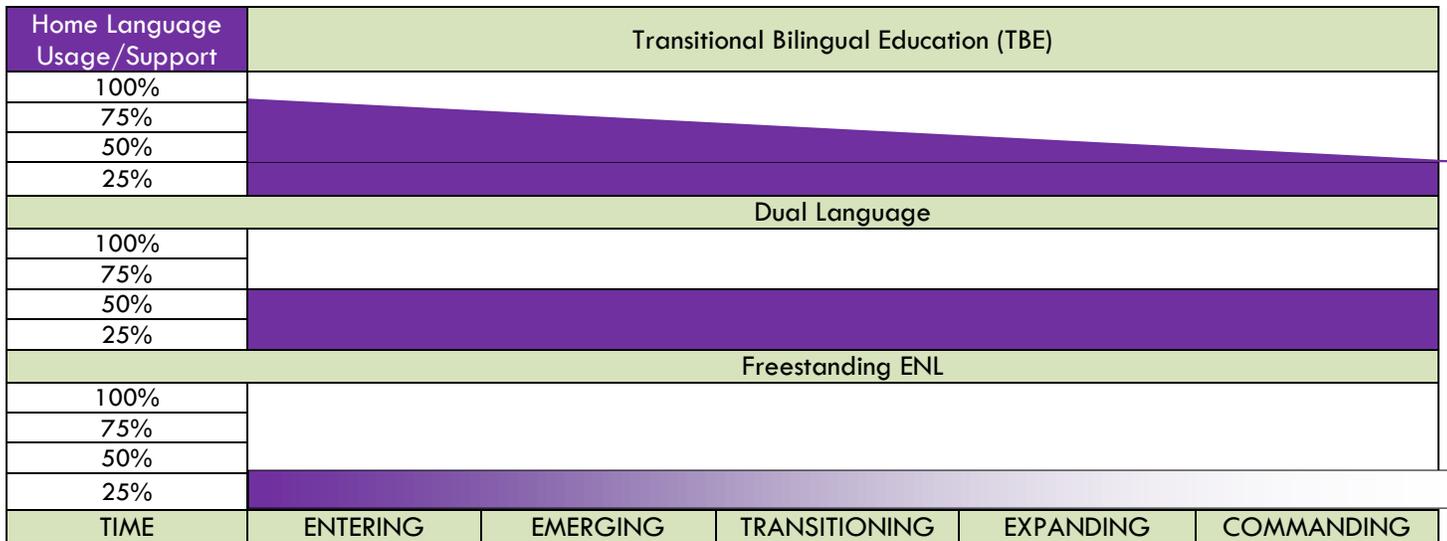


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 a Long-term ELL 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 ENL 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 Middle-term ELLs; a Long-term ELL Saturday Academy; a Special Education Saturday Literacy Academy.
11. 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.
12. What new programs or improvements 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. Furthermore, professional learning opportunities will be provided to develop best practices for integrated co-teaching.
13. 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.
14. 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, 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 Long-term ELL Saturday Academy, or the Instructional Support Services Literacy Academy.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Textbooks and leveled readers are purchased regularly for ENL 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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 Home Language Arts to ELLs to develop and maintain literacy in their own language. Through challenging, high quality HLA instruction, ELLs make an easier transition into the second language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
Currently, Spanish and Chinese are offered.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 provided by the Instructional Assistant Principals, CITE (Center for Integrated Teacher Education), and CAL (Center for Applied Linguistics) are scheduled throughout the school year. Workshops are open to assistant principals and bilingual/ENL coordinators. Assistant principals, bilingual/ENL coordinators and teachers participate in all and any professional development provided by the Department of ELLs and the superintendency . 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 the ENL assistant principal and ENL certified teachers. In preparation for summer school, all teachers participate in professional development on ENL strategies and methodologies prior to the beginning of the summer. ENL 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Periodically, ENL teachers attend department meetings and professional learning offered by content area departments. Teacher teams meet regularly for teachers of the integrated ENL/social studies classes to discuss best practices to develop language through the content area. Generation Ready consultants work individually with teachers of ELLs to develop lessons that reflect Common Core Learning Standards and curricula.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers of ELLs meet on a regular basis to develop instructional and socio-emotional strategies to assist ELLs as they transition from middle school to high school. Guidance counselors frequent department meetings and provide professional learning on topics that include bullying and the socio-emotional affect of ELLs. Also, peer mediators are available in the home language to resolve conflicts.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Following FDR's Professional Learning Plan, at least 15% of the professional development for all teachers is dedicated to language acquisition and best practices for integrated ENL/content area co-teaching. In addition, for bilingual and ENL teachers a minimum of 50% of the professional development hours is set aside for language acquisition aligned to core content area instruction and integrated ENL/content area co-teaching strategies. Records are kept for professional development activities in the Principal's Office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to see their child's guidance counselor annually for an individualized meeting to discuss each student's progress towards language acquisition in English and their home language if applicable based on language proficiency assessment results, and credit accumulation in ENL, HLA and the content area. Interpretation and translation is provided by bilingual staff or when not available over-the-phone with the Office of Translation and Interpretation Services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Specifically for ELL parents, an ENL and an Introduction to Computers Academy is offered in the evenings on an ongoing basis. Also, newcomer and ELL related topics are presented monthly in workshops designed for ELL parents. In addition, two major activities are the annual Multicultural Celebration and the College/Career Fair for ELLs. Both of these activities encompass the school community by involving parents, staff, and students of ELLs and non-ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? FDR has partnered with Follow Us to Success (FUTS) and the Chinese Planning Council (CPC). FUTS has done parent workshops and CPC provides parental support at their site.
5. How do you evaluate the needs of the parents?
Parental needs are evaluated through the School Leadership Team, monthly Parent Teacher Association, and monthly workshops based on topics surveyed from parents where an evaluation form is filled out after each session.
6. 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 ENL and an Introduction to Computers Parent Academy, which meets twice a week for three hour sessions. Furthermore, 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.

D. Additional Information

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

Paste response here:

School Name: **Franklin Delano Roosevelt H.S.**

School DBN: **20K505**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Steven Demarco	Principal		6/19/15
Ms. Leonora Florio-Fintz	Assistant Principal		6/19/15
Ms. Michelle Muñoz	Parent Coordinator		6/19/15
Ms. Adrienne Naso	ENL/Bilingual Teacher		6/19/15
Ms. Farzana Massimi	Parent		6/19/15
Mr. Hai Tang Liang/Chinese	Teacher/Subject Area		6/19/15
	Teacher/Subject Area		
	Coach		
	Coach		
Dr. Laura Alvarez	School Counselor		6/19/15
Mr. Michael Prayor	Superintendent		6/19/15
	Borough Field Support Center Staff Member _____		
Mr. Brandon Chall	Other <u>A.P. I.S.S.</u>		6/19/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 20K505

School Name: Franklin D. Roosevelt High School

Superintendent: Mr. M. Prayer

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

A review of the school demographics revealed that of a total enrollment of 3,140 students, 1,120 (36%) 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 in the RHLA (Home Language Report) report in ATS, we found that the population at FDR consists of students who speak more than 57 different languages. Only 25% of students indicated English as their home language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Through the review of the 57 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff will be provided information about how to use translation services via email, department meetings, and on the school website under resources for staff.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys and feedback forms are distributed monthly at parent workshops. In addition, links to online surveys will be made available on the school website. Mass emails, that are automatically translated into the parents preferred home language, through Skedula will be used as well.