2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 20K505
School Name: FRANKLIN DELANO ROOSEVELT HIGH SCHOOL
Principal: MELANIE KATZ
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Franklin D. Roosevelt HS</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>20K505</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>33200011505</td>
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<tr>
<td>Grades Served:</td>
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</tr>
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</table>

School Address: 5800 20th Avenue, Brooklyn, NY 11204

Phone Number: 718-621-8800

Fax: 718-232-9513

School Contact Person: Melanie Katz

Email Address: mkatz10@schools.nyc.gov

Principal: Melanie Katz

UFT Chapter Leader: Marjorie George

Parents’ Association President: Milagros Martinez

SLT Chairperson: Theresa Ocol

Title I Parent Representative (or Parent Advisory Council Chairperson): Milagros Martinez

Student Representative(s): Maryssa Reece

Mohammad

CBO Representative: none

District Information

District 20

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>District 20</th>
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<tbody>
<tr>
<td>Superintendent:</td>
<td>Mr. Michael Prayor</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1830 Shore Blvd Room F11</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:MPrayor@schools.nyc.gov">MPrayor@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 368-8515</td>
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<tr>
<td>Fax:</td>
<td>(718) 368-8517</td>
</tr>
</tbody>
</table>
Field Support Center (FSC)

Team 6  Executive Director: M. Degolia

Executive Director’s Office Address: 415 89 Street, Brooklyn, New York 11209

Executive Director’s Email Address: MDegovi@schools.nyc.gov

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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Katz</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Marjorie George</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Milagros Martinez</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>MarianevesRosado</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>CherylCharles</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>MaryssaReece</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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</tr>
<tr>
<td>MohammedAhsan</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
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<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Theresa Ocol</td>
<td>Member/ CSA</td>
<td></td>
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<tr>
<td>Gennifer Francis</td>
<td>Member/ Parent</td>
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<tr>
<td>Milagros Martinez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Dana Chanka</td>
<td>Member/ Parent</td>
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<tr>
<td>Cheryl Charles</td>
<td>Member/ Parent</td>
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<tr>
<td>Valerie Burdette</td>
<td>Member/ Parent</td>
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<tr>
<td>Donna Turturro</td>
<td>Member/ UFT</td>
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<td>Michael McCormack</td>
<td>Member/ UFT</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 for continuous improvement 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 increase 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 Rubric, School Quality Guide and other quantitative and qualitative data tools.

**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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

At FDR, we believe in creating a student who can think critically, support their fellow members of the community, be technologically proficient and graduate ready for college and career. To meet that goal, we have developed 4 new STEAM (Science, Technology, Engineering, Arts and Math) educational options for students to apply to based on their interest. Students are able to apply to our Programming/Robotics, Multimedia, Environmental Studies or Science Research Program. As we continue to promote and expand our celebration of the arts at FDR, we have also developed a new Performing Arts educational option. From their first semester at FDR, students will be programmed in their chosen course of study, and begin their 4 year course sequence, where they continually deepen their knowledge in their disciplines. These options will be supported by our partnerships with Microsoft, Touro College and others.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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.

FDR is defined by diversity. As a learning community, we celebrate the rich cultures within members of our family and acknowledge that this is one of our greatest strengths. Our students come from more than 75 countries and speak at least 59 languages. Many of our students have had interrupted formal education (SIFE) and struggle with literacy in
their native languages. We have 2 bilingual programs in Mandarin and Spanish. We have also started a Dual Language program in Mandarin.

Our school community has developed several partnerships to promote college awareness and readiness, including Follow Us to Success which provides college insight for students and One Goal, which also promotes college awareness in grades 11, 12 and the first year of college. We are also part of the first cohort of the New York City Department of Education College Access for All, which will impact students in all grades. Additionally, FDR has many college preparatory courses that are offered through our extensive Advanced Placement offerings, our College Now program, a partnership with Touro College and we work to grow relationships with other colleges.

We are now offering a group of STEAM Ed-Opt programs in Multimedia Design, Programming/Robotics, Environmental Studies, Science Research and Performing Arts. Here, students will have a full 4 year sequence of courses preparing them for future study in these areas. This has resulted in an increase of almost 200 students list-noticed for FDR for the 2018-2019 school year. Last year, our register decreased, resulting in a budget reduction of approximately $630,000. Our 2018-2019 register is projected to decrease by 71 students, which is counter intuitive given our increased register. This results in both a reduced budget, as well as $200,000 in funding set aside for register loss, which will make programming and hiring a challenge.

3. Describe any special student populations and what their specific needs are.

In addition to our 5 STEAM and 1 Tech Theater Ed-Opt, we are a zoned school with over 3,000 students registered. Of these, we currently have over a 35% ELL population with an additional percentage of students who are identified as former ELLs. Our students face many challenges as newcomers to our country and one of the major goals we have is to create a sense of inclusion. We have currently revised our ELA/ENL instructional model and curriculum to better align with college readiness and graduation requirements.

We have approximately 450 ISS students, 60 of whom are part of an Alternative Assessment/ACES program. These students are not diploma bound, although we have historically identified students who have successfully transitioned to a diploma bound program.

As a learning community we have the commitment of our staff to work collaboratively to improve student achievement at FDR.

4. Identify 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.

Last year, our focus was on using formative assessment to provide opportunities for instruction based on student needs in mastering curriculum. We provided extensive professional learning, and have increased checks for understanding as well as learning more about differentiation, especially in student choice of product and process. We have seen increased formation into student groups during instruction as well as increased student voice.

Our formative data on walk throughs as well as feedback from the Quality review indicate that further work in this area is necessary. Here, we need to work toward differentiation based on student needs expressed by formative and
summativ
e data. This pedagogical need revolves around Domains 1 and 3 of the Danielson Framework, specifically in student engagement and discussion. This year we plan on continuing our partnership with Generation Ready, other vendors and leaders in our building to help teachers develop stronger skills in differentiating instructional materials and developing independent learners by a consistent approach to skills and tools around Domains 1 and 3.

The implementation of Part 154, ENL education, has proved to be a challenge as we work within our time, talent and budgetary constraints to develop integrated ENL Content area classes. For 2018/2019 we continue to work consultants and with teacher leaders and our AP to improve professional learning and curriculum/instruction to better serve our students. In addition, we have increased support in content-area classes, and modified our current Title III program to better support students with tutoring, homework club, regents prep, etc.

Our One Goal program has been more successful, with a full class enrolled and to continue into 12th grade. This is an advisory, college-readiness program.

Our graduation rate for all students, as well as subgroups continues to improve, with significant increases in the graduation rates for English Language Learners, as well as credit accumulation for Years 1 through 3.
### School Demographics and Accountability Snapshot for 2018-19

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 3061
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: YES
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 370
- # SETSS (ELA): 143
- % Reduced Lunch: 2.5%
- # Special Classes (Math): 339
- # SETSS (Math): 119
- % Limited English Proficient: 11.2%

#### Demographic Snapshot (2018-19)
- % Title I Population: 61.0%
- % Attendance Rate: 85.1%
- % Free Lunch: 78.3%
- % Reduced Lunch: 2.5%
- % Limited English Proficient: 33.2%
- % Students with Disabilities: 14.4%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.4%
- % Black or African American: 11.2%
- % Hispanic or Latino: 32.4%
- % Asian or Native Hawaiian/Pacific Islander: 38.4%
- % White: 17.4%
- % Multi-Racial: 0.7%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 3.26
- # of Assistant Principals (2016-17): 24
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 11%
- % Teaching with Fewer Than 3 Years of Experience: 6%
- Average Teacher Absences (2014-15): 7.1

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 70%
- Mathematics Performance at levels 3 & 4: 77%
- Global History Performance at levels 3 & 4: 73%
- US History Performance at Levels 3 & 4: 72%
- 4 Year Graduation Rate: 61.3%
- 6 Year Graduation Rate (2011 Cohort): 77.3%
- Regents Diploma w/ Advanced Designation: 17.2%
- % ELA/Math Aspirational Performance Measures (2015-16): 24%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Adequate Yearly Progress (AYP) in ELA (2016-17)
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: ALL STUDENTS

##### Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: ALL STUDENTS

##### Adequate Yearly Progress (AYP) in Science (2016-17)
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: ALL STUDENTS

##### Adequate Yearly Progress (AYP) in Graduation (2016-17)
- American Indian or Alaska Native: N/A
- Hispanic or Latino: YES
- White: YES
- Students with Disabilities: YES

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2018-19 SCEP-FL
| Economically Disadvantaged | YES | ALL STUDENTS | 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

**Part 1a. Alignment to DTSDE Statements of Practice**

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<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of</td>
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<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
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<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
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<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
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<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
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<td>address student achievement needs.</td>
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<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to</td>
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<td>partner within and across all grades and subjects to create interdisciplinary curricula</td>
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<td>targeting the arts, technology, and other enrichment opportunities.</td>
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<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments</td>
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<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
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<td>tracking of, and ownership of learning.</td>
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**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

Based on our Regents’ data, Quality Guide and our most recent Quality Review, the area for improvement are in graduating our students college ready, with the ability to graduate from an institute of higher education in the designated time frame. As 80-85% of our students are ELLs or former ELLs, the CC ELA regents presents a distinct challenge, not only in achieving a college-ready score, allowing them access to 4-year colleges and universities. According to the 2016/2017 School Snapshot, 22% of our students went directly to 4 year colleges, and 24 % went to 2-year CUNYs. This is a new trend of more students attending 2 year schools. Our College Counselor reports that due to the Excelsior Scholarship, many students who would have attended other schools now find the 4 year CUNY and SUNYs more attractive, and this is reducing access for our students. We would like our students better prepared to meet the challenges of 4 year colleges. In addition, we find that students who do not pass introductory ENL classes and other classes are more likely to drop out of school.
Our school-wide instructional focus is designed to provide students with skills and strategies to become independent learners, equipped to tackle higher-order, stimulus-based tasks on demand or in long-term assignments by:

1- Providing PL to teachers on the incorporation of formative, low-stakes assessments which guide instruction

2 - Promote school-wide coherence among all content areas and all constituents’ beliefs about how students learn best via teacher-leaders in teacher teams.

3 - Provide PL to teachers in creating and modifying rubrics, providing actionable, rubric-based feedback to students.

4- Incorporate Project-Based Learning, grounded in a STEAM curriculum.

5- Recognizing the learning needs and styles of culturally and linguistically diverse student and providing differentiation and providing and removing scaffolding as possible via lexiled reading, implicit vocabulary instruction, and increased practice in on-demand reading and writing.

This will be accomplished via feedback provided through observations cycles based on the Danielson Framework, as well as in Professional Learning provided by the established PD Committee, Supervisors, and other teacher leaders within FDR.

In order to promote teacher collaboration, the principal designed an SBO in consultation with UFT to allow the a multi-session, 9 period day, with weekly 45 minute blocks of professional learning and parental engagement. The professional learning has been further defined to allow for common planning for teachers, specific, teacher developed PL and further work around differentiation and assessment.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, as a result of developing common curricular units and assessments aligned to content demands created collaboratively in teacher teams, there will be a 5% increase in 10+ credits earned for all students entitled to ELL services.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Principal, Administration, Teacher Leaders, Consultants, Professional Development/Learning Community</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Principal, Administration, Teacher Leaders, Consultants, Professional Development/Learning Community</td>
</tr>
<tr>
<td>All students with insufficient Regents credits</td>
<td>November 2018– January 2019 and April 2019– June 2019</td>
<td>Principal, Administration, Guidance Counselors, Teachers</td>
</tr>
</tbody>
</table>

1. We are working as teacher teams in all department areas with support from our Consultants to prepare curricular units and assessments with multiple entry points for ELLs and other subgroups. This ongoing work, in conjunction with inquiry, review of student work will result in meaningful common task creation.

2. Common curricula units will be designed to include a variety of non-fiction articles and resources, to be used in on-demand reading and writing tasks.

3. Provide Professional Learning for team teachers who will be meeting the needs of the new ENL initiative for ENL and content area teachers. Administration will implement several Integrated Co-Teaching models and provide Professional Learning to ensure that ENL teachers are being utilized to their fullest potential in each classroom.

4. The Testing/Data AP will supervise her staff in identifying students with insufficient regents toward graduation. This will be double-checked by guidance counselors. ENL students will be programmed for Tutoring/Use of C6 for tutoring for students in two groups; those who have not passed the ELA regents, and those who did not score at college-ready benchmarks.
5. Intervisitations between schools  

6. Purchase of new literature based books at various levels to align with ELA curriculum - 

7. Expansion of use of Achieve 3000 for our SIFE students (in Spanish) and for ENL students 

8. Purchase of bilingual word for word dictionaries in languages of our students to be used in classroom instruction and on statewide and other non-classroom assessments. 

9. Alignment of books, short stories and other literature to match the SS curriculum when possible. 

10. Teacher identification of non-fiction articles to accompany literature/books 

11. Hire a dual licensed ELA/Literacy Teacher to reduce class size and provide targeted interventions and support for the spring semester 

12. Work with IEP teacher to test subgroup of students not receiving IEP or ELL services with literacy scores to identify students eligible 

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5. Intervisitations between schools</td>
<td>June 2019</td>
<td>Administration, APs, Master Teachers, teachers</td>
</tr>
<tr>
<td>6. Purchase of new literature based books at various levels to align with ELA curriculum</td>
<td>All students</td>
<td>August 2018-2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DELLs, Principal, AP ELA, AP ENL, Master Teacher</td>
</tr>
<tr>
<td></td>
<td>SIFE and ENL students</td>
<td>September 2018 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 2019-June 2019</td>
</tr>
<tr>
<td>7. Expansion of use of Achieve 3000 for our SIFE students (in Spanish) and for ENL students</td>
<td>All ELLs</td>
<td>Principal, APS</td>
</tr>
<tr>
<td>8. Purchase of bilingual word for word dictionaries in languages of our students to be used in classroom instruction and on statewide and other non-classroom assessments.</td>
<td>ALL ELLs and other students</td>
<td>Principal APs</td>
</tr>
<tr>
<td>9. Alignment of books, short stories and other literature to match the SS curriculum when possible.</td>
<td></td>
<td>AP ELA/AP ENL</td>
</tr>
<tr>
<td>10. Teacher identification of non-fiction articles to accompany literature/books</td>
<td>All ELLs and Other students</td>
<td></td>
</tr>
<tr>
<td>11. Hire a dual licensed ELA/Literacy Teacher to reduce class size and provide targeted interventions and support for the spring semester</td>
<td></td>
<td>Principal/AP PPS/APO</td>
</tr>
<tr>
<td>12. Work with IEP teacher to test subgroup of students not receiving IEP or ELL services with literacy scores to identify students eligible</td>
<td></td>
<td>IEP teacher, ISS AP</td>
</tr>
</tbody>
</table>
for Reward Program intervention and creation of groups of students receiving interventions 3 or 4 times a week. IEP teacher will also meet with Academy Teams to discuss students and provide PD.

13. Hiring of additional bilingual staff to support non-TBE classes will ELL populations

<table>
<thead>
<tr>
<th>Students who scored lower than 2.2 on 7th grade ELA/Non-ELL/Non-SWD</th>
<th>2019 to June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELLs, non-TBE sections</td>
<td>Principal, Supervisory APs</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents are invited for ENL meetings. In additions, we reach out to the parents in the prevalent languages using our Community Assistants and the Translation Unit. We also recruit and hire additional bilingual staff. Parent workshops are held throughout the year. IO Education products used for family communication.

### 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 focused on ENL/ELA and regents readiness that follows a cohesive protocol that will be used throughout the building.
2. Professional Development opportunities provided through Superintendency and BFSC
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.
<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
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<th>21st Century</th>
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<th>C4E</th>
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<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 January 2019, there will be a 2% increase in the passing rates of ELLs based on mock regents/final exams.

There was a 26% increase in the passing rate of the January 2019 compared to the January 2018 regents for MLL students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Assessment scores

**Part 5c.** In February 2019, 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. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

While students are in our building, they identify the culture of celebrating diversity and supportive environment as strengths of FDR. Our graduation rate has increased from 58% in 2014/2015 to 58% in 2016/2017. This can be identified as a result of improved programming for students regarding classwork, increased scheduling of Regents Exams, with better tutoring support and our move to the LRE identified in the Quality Snapshot as 3 bars for the first time.

Our attendance has decreased this year, and we need to continue to work to improve in this area as well. When students, are absent and do not earn a sufficient number of credits, they are more likely to sign out.

Historically, many students have had difficulty transitioning to high school, and struggle even more in 10th grade. This is particularly true of ELLs. We need to focus on this subgroup of students, who are on track in 9th grade, and fall off-track in 10th.
We need to support our students in staying in school, or finding the best options for them to earn High School Diplomas, prepared for college and/or career.

In addition, our PTA has expressed the need for more staff awareness and involvement in their efforts.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, there will be a 2% increase in students earning 10+ credits in Cohort V from Cohort U, increasing College Readiness and access to rigorous course work.
Part 3 – Action Plan

### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with Assistant Principals, guidance counselors, teachers and paraprofessionals to understand impact of student attendance on achievement</td>
<td>All teachers and paraprofessionals</td>
<td>September 2018 to June 2019</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>2. Design a protocol to examine student attendance, identify students with low attendance and reach out to parents. Identify to monitor/lead attendance guidance counselor Monitor results.</td>
<td>Students with attendance between 65 and 85%</td>
<td>September 2018 to June 2019</td>
<td>Assistant Principals and Attendance Teacher, Guidance counselors</td>
</tr>
<tr>
<td>3. Utilize Professional Learning Time to allow teachers to discuss best practices and ways to incorporate vigorous, engaging curricula and lesson plans into their cache of work. This will promote student engagement and “buy-in.”</td>
<td>All Teachers</td>
<td>September 2018 to June 2019</td>
<td>Administration Lead Teachers Generation Ready Literacy and Math Matters</td>
</tr>
<tr>
<td>4. Identify in-house translators and continue develop the capacity of FDR staff to use DOE telephone translation services, Google Translate, etc. to reach out to parents of students with low attendance. Hire additional bilingual Community Assistants to reach out to parents in native languages re attendance</td>
<td>FDR Staff</td>
<td>September 2018 to June 2019</td>
<td>Principal Administration Community Assistants, Parent Coordinator, School Aids, Paras</td>
</tr>
<tr>
<td>5. Develop a partnership with a CBO who will come in and work on a target group (e.g., ELLs, SWD, overaged/undercredited students) to promote student retention with counselors fluent in dominant languages of our parents (budget permitting)</td>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>6. Redesign 9th grade so that all students are part of a Bloc program/5 pack, with the same teachers, to allow for common planning, Kid-Talk, Attendance checks and InterventionsRevise Advisory to part of the elective classes in 9th grade. Part of this</td>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>APs, CBO</td>
</tr>
</tbody>
</table>
will be to carefully monitor attendance and scholarship. This will give a foundation for the next year.

7. Use of Title III Funding to create Advisories, This Suits You, per session for parent contact etc. to promote student engagement and provide academics/social support.

8. Identification of dedicated College Counselors to work with 12 graders and other Cohorts to continually set goals towards college access.

9. Work with IEP teacher to test subgroup of students not receiving IEP or ELL services with literacy scores to identify students eligible for Reward Program intervention and creation of groups of students receiving interventions 3 or 4 times a week. IEP teacher will also meet with Academy Teams to discuss students and provide PD.

10. Prepare workshops for 9th grade parents to share requirements for graduation and introduce them to specific, department requirements, as well as FDR resources.

<table>
<thead>
<tr>
<th>Students</th>
<th>September 2018 to June 2019</th>
<th>College Access for All team, Principal, AP PPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP PPS, AP ENL, AP Science</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>IEP teacher, ISS AP</td>
</tr>
<tr>
<td>AP Guidance</td>
<td></td>
<td>Principal, APs</td>
</tr>
</tbody>
</table>

Students who scored lower than 2.2 on 7th grade ELA/Non-ELL/Non-SWD

All 9th grade parents
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Guidance counselors, teachers and community assistants (CA) will reach out, in home languages when available. We hope to hire an additional CA who can support other languages. The Parent Coordinator will support in this outreach.

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.

We need to change the large school culture of expecting students to sign out/drop out, and provide additional supports for vulnerable students.

Priority and Title III/Immigrant funds will be used to create teams of teachers and advisory groupings, specifically in 9th grade and for Cohort U students, who share students for co-planning, kid-talk, attendance review and other interventions to keep students on track toward credit accumulation and college readiness. Title I and Title III funds will be used to create teacher leaders to facilitate these meetings and plan PD. College Access for All funds will be used to support the advisory.

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

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

A subcommittee comprised by AP PPS, Guidance, CAs, Attendance and staff to be identified will meet monthly to monitor progress and review the number of students services by the CBO and identify potential students that may also be served. We will review Fall 2018 credits earned to develop a benchmark for a 2% increase of students earning 10+ credits for the full 2018-2019 school year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The Progress to Graduation Tracker (PTGT) and scholarship reports to check credits, an ATS report on cohort composition and size, RGCS< for drop-out data, attendance reports

As of January 2019, there has been a 2% decrease

Part 5c. In February 2019, 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. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Teachers have identified the need for better programming to allow for common planning during the school day. In addition, they have identified needing Professional Learning to support improved pedagogy in several areas in Danielson, mostly in Domain 3.

The results of the 2017 Quality Review indicate that while there has been much movement toward structures of groupwork, we need to ensure that the task is rigorous, the roles of the work include group aspects, and staff can support students via intentional differentiation. To continue to progress we need to support teaching staff.

Scholarship report data, as well as subgroup graduation rates indicate that we need to focus on ELLs, Hispanic Students and SWD, among others. Their needs vary dramatically within the same classroom.

African American students have been identified as not making sufficient progress on the Algebra Regents. This results in a limited number of students in this subgroup having access to college readiness/prep courses such as Algebra II/Trigonometry, Precalculus and Calculus.
An SBO was written which includes a commitment on the part of UFT and Administration that the PD Committee will develop a minimum number of professional learning opportunities. This was enacted for the 2017-2018 school year. Coplanning opportunities were also significantly improved, minimizing the number of partnerships.

Outcomes are not routinized, and there is room for growth in both teacher satisfaction with this time, as well as with student outcomes.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, a 9th grade Academy Model will be developed and implemented, leading to a 2% improvement in the percent of students in Cohort X earning 10 or more credits.</td>
</tr>
<tr>
<td>January 2019 - 80%, did not improve/meet goal</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td><strong>1.</strong> Dedicated and structured Professional Learning time which was created via an SBO allowing time for teachers to meet and work collaboratively on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- curriculum design and adjustment</td>
<td></td>
<td></td>
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<tr>
<td>- unit and lesson planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- inquiry teams</td>
<td></td>
<td></td>
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<tr>
<td>- creation of common assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On Collaborative Planning Days, APs and the Principal will support teams of teachers in inquiry and planning</strong></td>
<td></td>
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</tr>
</tbody>
</table>

2. Common planning time to allow content area teachers to perform inquiry work based on student outcomes as demonstrated by common assessments. This will also allow co-planning for ICT and Integrated ENL/ELA classes

| All Teachers | September 2018 to June 2019 | Principal, Assistant Principals, Teachers, Consultants |

3. Provide professional learning opportunities for ISS, ENL and other teachers to develop inquiry protocols for analysis of results of common assessments, to allow teachers to unpack assessment results and determine best practices, short term and long term, to advance student achievement.

| Subject Supervisors, teachers | September 2018 to June 2019 | Principal, Assistant Principals, Administration Lead Teachers, Content Area Teachers, Consultants |

4. Creation of 9th Grade Bloc classes, including SWD and ELLs with C6 as Collaborative Planning

| Teachers | September 2018 to June 2010 | APs, Principal |
### 5. Creation of a benchmark and final survey on collaborative planning

### 6. Additional time, outside of school day, for additional collaborative planning in teacher teams

### 7. Work with IEP teacher to test subgroup of students not receiving IEP or ELL services with literacy scores to identify students eligible for Reward Program intervention and creation of groups of students receiving interventions 3 or 4 times a week. IEP teacher will also meet with Academy Teams to discuss students and provide PD

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teacher entries in PupilPath, use of Parent contact time to reach out to parents to specify individual student performance in context of PD opportunities presented by PD committee, KidTalk in Common Planning with result of identified outreach, Curriculum nights

#### 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.

Priority funds will be used to create teams of teachers, specifically in 9th grade, who share students for co-planning, kid-talk, attendance review and other interventions to keep students on track toward credit accumulation and college
readiness. Title I and Title III funds will be used to create teacher leaders to facilitate these meetings and plan PD. College Access for All funds will be used to support the advisory

Use of SBO PL time, UFT Teacher Center, funding for per session for PD Committee, funding for Collaborative Planning, if available.

<table>
<thead>
<tr>
<th>Part 4b.</th>
<th>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Tax Levy</td>
</tr>
<tr>
<td>X</td>
<td>Title I SWP</td>
</tr>
<tr>
<td></td>
<td>Title I TA</td>
</tr>
<tr>
<td></td>
<td>P/F Set-aside</td>
</tr>
<tr>
<td></td>
<td>21st Century</td>
</tr>
<tr>
<td></td>
<td>C4E</td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
</tr>
<tr>
<td>X</td>
<td>Title III</td>
</tr>
<tr>
<td></td>
<td>PTA Funded</td>
</tr>
<tr>
<td></td>
<td>SIG Grant</td>
</tr>
<tr>
<td></td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 2/19, there will be a 1% increase in the percent of students earning 5 or more credits</td>
<td></td>
</tr>
</tbody>
</table>

January 2019 met goal re scholarship improvement

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agendas, artifacts, teacher surveys</td>
<td></td>
</tr>
</tbody>
</table>

| Part 5c. | In February 2019, 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**

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus**:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The findings in the 2016-2017 Quality Review as well as the Principal's 2016/2017 and 2017/2018 PPOs indicated that Pedagogy and Assessments were areas in need of improvement due to inconsistencies in planning for higher-order questions, assessing students for understanding to improve instruction and differentiating instruction to enable meeting the needs of all students to provide access to coursework. This is a key component of college readiness and awareness.

While movement toward more student centered instruction has been evident, we need to continue in this area, with the understanding of meeting the needs of the students in our classroom. This includes building the capacity of the pedagogical staff in designing formative assessments with the goal of understanding and using gathered data to drive instruction in real-time during class, as well as in designing future lesson and unit plans. This continues our focus on
creating Professional Learning Communities, engaged in cycles of action research, monitoring and furthering initiatives to support student achievement.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, the school leader will work with the constituencies within the SLT, teacher leaders/teacher teams and Cabinet, to create a shared vision with action steps leading to coherent instruction and pedagogy supporting how students learn best, resulting in an increase of 0.2 in the average rating of Danielson 1e.
## Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, AP ISS, Subject APs, SLT</td>
</tr>
<tr>
<td>Supervisory APs, Teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, Supervisory APs</td>
</tr>
<tr>
<td>APs, Instructional Cabinet</td>
<td>September 2018 to June 2019</td>
<td>Principal, Supervisory APs</td>
</tr>
<tr>
<td>APs, Instructional Cabinet, SLT</td>
<td>September 2018 to June 2019</td>
<td>Principal, Supervisory APs</td>
</tr>
<tr>
<td>Team teachers</td>
<td>September 2018 to June 2019</td>
<td>ISS AP, Subject APs</td>
</tr>
</tbody>
</table>

1. Use of the PL/SBO time in Admin PDs to focus on reviewing Danielson and identifying connections between Danielson and student learning

2. Schoolwide focus on norming expectations on Danielson 1e, 3c and 3d

3. Bi-weekly co-observations Principal/Supervising AP to continue norming and create next steps

4. In school or out of school retreats to address problem of practice and work on vision for instruction

5. Development of Instructional Cabinet within the of teacher leaders and other members of school community to continue to support colleagues; create lab classrooms, intervisitations

6. Identification of bi-weekly PL/SBO time for common planning for team teachers (ISS and ENL with others) to meet to plan for their classes/differentiate
7. Deployment of Data Specialist to provide cohort and college access data to cabinet tracking scholarship and regents data

<table>
<thead>
<tr>
<th>Instructional APs, Testing Coord.</th>
<th>September 2018 to June 2019</th>
<th>AP PPS</th>
</tr>
</thead>
</table>

| Instructional APs, Teacher Leaders | September 2018 to 2019 | P, Subject APs |

8. Use of Leadership Coaches to build Supervisory Capacity and Instructional cabinet

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Sharing of information via PC Newsletter, text alerts, emails, teachers reaching out to discuss individual student progress in terms of differentiated product, process, support an enrichment offered by staff. Principal will share result in newsletters. Postcards for "look-fors" mailed to parents. Parent coordinator outreach.

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.

Priority money will be used for professional learning, coverages, etc.

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

| X | Tax Levy | X | Title I SWP | Title I TA | P/F Set-aside | 21st Century | C4E |
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.

The principal will meet biweekly with instructional cabinet, and individually with AP Guidance, Data Specialist/Testing Coordinator, to evaluate and review lessons, lesson plans and unit plans. APs will provide minutes from department meetings. It is expected that there will skills and tools related tasks or components in at least 50% of observations by February 1.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Ratings on Advance 1e and lesson plans collected during observations and unit plans used in professional development, review of vision progress

Review of Advance indicates need for continued growth in 1e with regard to personalization-on track

Observations and walkthroughs indicate skills and tools will be met

**Part 5c.** In February 2019, 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

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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.

While we have hired a parent coordinator and community assistants who speak dominant family languages, we still struggle in consistently having more than 5 non-executive board parents at PTA meetings. In addition, workshops have been planned with minimal parent turn-out.

Current data indicate that we only have accurate phone contact information for approximately ⅓ of our families as measure by the school messenger. In addition, while students are familiar with Pupilpath, and use it to check programs, there is limited parent use of and communication via Pupilpath. The Parent Coordinator has developed a texting group and sends information to parents who have signed up frequently.
Although 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, there has been minimal presence outside of specific college readiness/FAFSA events and Award Ceremonies.

While the school has adopted the use of Skedula/PupilPath, teacher use has been inconsistent regarding posting and grading of assignments. Parents have stated that they would like additional outreach from teachers when their child’s grades begin to slip. In addition, teacher use of Skedula to report grades is inconsistent and there is no shared expectation of when grades are entered and how missing work is indicated. Teachers who do not consistently enter grades identify that there is no mandate to do so, and moreover, too few parents are registered on PupilPath to make its use meaningful.

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

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

However, as a school community we prepared a goal to address the need for our school to promote greater parental involvement and communication in order to create a dialogue with all school constituents that is centered on student learning and success.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 of 2019, we will have a 10% increase in PupilPath parent registration.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activities/Strategies</strong></th>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue providing professional learning to Parent Coordinator re outreach, and continue hiring bilingual Community Assistants to serve our parents</td>
<td>Parent Coordinator, Community Assistants</td>
<td>September 2018 to June 2019</td>
<td>AP Guidance, AP Organization, Principal, Parent Coordinator</td>
</tr>
<tr>
<td>2. Parents invited to Freshman Orientation for mass PupilPath registration</td>
<td>Students</td>
<td>August 2018</td>
<td>Principal, AP PPS, PC</td>
</tr>
<tr>
<td>3. SBO use of Parent Contact time to invite parents for registration</td>
<td></td>
<td>September 2018 to June 2019</td>
<td></td>
</tr>
<tr>
<td>4. Skedula/PupilPath registration events at all school activities</td>
<td></td>
<td>September 2018 to June 2019</td>
<td></td>
</tr>
<tr>
<td>5. PSAL, Ed Opt Coordinators, Instructional cabinet to support parent outreach and registration</td>
<td></td>
<td>September 2018 to June 2019</td>
<td></td>
</tr>
<tr>
<td>5. Creation and distribution of translated flier for events</td>
<td></td>
<td>September 2018 to June 2019</td>
<td></td>
</tr>
</tbody>
</table>
6. Timely (3 weeks in advance with reminders) information sent to families and plans for event submitted to Principal

PC

September 2018 to June 2019

AP Guidance
AP Organization
Principal
Parent Coordinator

7. Monthly Parent Newsletter posted on website in dominant languages of families, and emailed to staff and parents via Skedula

Parents
Students
Teachers

September 2018 to June 2019

PC
APO
APs Supervision
Consultation/SLT

8. Monitoring system for Parent Contact Time implemented and monitored where information re events, as well as student progress, can be shared.

9. Creation of survey instrument for parent satisfaction for events

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A
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.

- Implementation of a multi-session model using an SBO designed by the Principal to allow for Parent Outreach
- Revised Parent Coordinator (central funds) and Community Assistant responsibilities re parent events (priority funding)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

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 February 2019, we will review the registration of parents and see a 6% increase

January 2019 1% decrease - need to adjust action plan

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Skedula registration data, sign in sheets

Part 5c. In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Program is open to our Special Needs students who are struggling in ELA.</td>
<td>Achieve 3000 program in English and Spanish to promote literacy.</td>
<td>ESL, ENL, Tutoring, C6-AIS</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td>ENL./SIFE students</td>
<td>RCT/Regents Prep Classes</td>
<td>RCT/Regents Prep is offered to students taking RCT/Regents exams</td>
<td>During the school day.</td>
</tr>
<tr>
<td></td>
<td>Students who have passed classes and need the Regents Exam as well as those who are prepping for the exam.</td>
<td></td>
<td>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL

43
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Offered to students with ESL services indicated in their IEP’s.</th>
<th>ELL/Bilingual Students</th>
<th>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.</th>
<th>Conducted on an ongoing basis during the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open to all students</td>
<td>AMP Math</td>
<td>A system that incorporates math as a support to the current general education math curriculum, both online and one-on-one instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open to all levels of students who need additional supports.</td>
<td>Saturday Literacy Academy</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students who have passed classes and need the Regents Exam as well as those who are prepping for the exam.</td>
<td>RCT/Regents Prep Classes</td>
<td>RCT/Regents Prep is offered to students taking RCT/Regents exams</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Ongoing during the school day and Saturday Math Literacy Program (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Saturday Literacy Program (Saturday Literacy Program operates for 30 weeks, from 10:00 AM – 1:00 PM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ongoing during the school day and each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</td>
</tr>
<tr>
<td>Science</td>
<td>Offered to all self-contained students.</td>
<td>Earth Science</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opened to all challenged learners.</td>
<td>Offered to self-contained students (two terms) to meet their Science credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>requirements and for those self-contained students who have difficulty passing</td>
<td></td>
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<td></td>
<td></td>
<td>Chemistry.</td>
<td></td>
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<td></td>
<td></td>
<td>Students are programmed for a four semester Living Environment curriculum</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>instead of three semesters, as a means for our challenged learners to master</td>
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<td></td>
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<td>the material before taking the Regents examination.</td>
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<td>RCT/Regents Prep is offered to students taking RCT/Regents exams.</td>
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<td>Students who have passed classes and</td>
<td>Ongoing basis (each semester) during the school day</td>
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<td>need the Regents Exam as well as those</td>
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<td></td>
<td>who are prepping for the exam.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>RCT/Regents Prep classes</td>
<td></td>
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</table>

Ongoing basis (each semester) during the school day
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Students who have passed classes and need the Regents Exam as well as those who are prepping for the exam.</th>
<th>RCT/Regents Prep Classes</th>
<th>RCT/Regents Prep is offered to students taking RCT/Regents exams</th>
<th>Offered each semester during our Saturday Literacy Program. (3 hours per each session for 10 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Open to all students</td>
<td>Related Service Guidance</td>
<td>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.</td>
<td>Ongoing during the school day</td>
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<tr>
<td></td>
<td>Open to all students</td>
<td>School Psychologist Services</td>
<td>Through continuous outreach with other organizations, related service providers bring in guest speakers to discuss specific topics that support students’ social, emotional, and</td>
<td>Ongoing during the school day</td>
</tr>
<tr>
<td></td>
<td>Open to all students</td>
<td>Social Worker Services</td>
<td></td>
<td>Ongoing during the school day</td>
</tr>
<tr>
<td></td>
<td>Open to all students</td>
<td>At Risk Health Related Services</td>
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<td>Ongoing during the school day</td>
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<tr>
<td>transitional academic or career needs.</td>
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<tr>
<td>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.</td>
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<tr>
<td>School psychologist will also work to complete MDRs, Functional Behavioral Assessments, and Behavioral School psychologist part of the PPT team to provide Tier 1,2 &amp; 3 services</td>
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<tr>
<td>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.</td>
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<tr>
<td>School nurse or paraprofessionals provide services that are designed to</td>
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<td></td>
<td></td>
<td>address a child’s specific health needs as documented by the student’s physician and reflected on the IEP, to ensure a safe educational environment.</td>
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Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   Currently, there are just over 300 Students in Temporary Housing attending FDR. The percent of students has tripled in the last 6 years.

2. Please describe the services you are planning to provide to the STH population.

   We offer clothing, toiletries, books, backpacks, gloves, metrocards to families and any other consumables. Our guidance counselors and parent coordinator and community assistants are there to support them and direct them to services. We have a school nurse, and a nurse practitioner as part of our CATCH program.

**Part B: FOR NON-TITLE I SCHOOLS**
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

- Bookbags, clothing, Metrocards for parents, toiletries and other personal items, and school supplies

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3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

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Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
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<td></td>
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<tr>
<td>X</td>
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</table>

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.

- 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.

Professional Development consultants work with all staff in a continuous cycle of embedded professional development.

2b. High Quality and Ongoing Professional Development

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

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.

We use various funds to pay for consultants in content areas as well as Instructional Support Services and ENL.
**Part 3: TA Schools Only**

### 3a. Use of Program Resources

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

| N/A |

### 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).

| N/A |

**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.).

| N/A |

### 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:

- BFSC monthly PD offerings.
- 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

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.
  - The creation of departmental mid-semester and end of semester tests
  - The creation of formative and summative assessments embedded within units

### 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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$2,134,397</td>
<td>x</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$150,094</td>
<td>x</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$19,058,254</td>
<td>x</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
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<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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<tbody>
<tr>
<td>Franklin Delano Roosevelt High School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

Parental Involvement and School Quality

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., ESSA/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 ESSA;
• 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;

Encouraging School-Level Parental Involvement

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)

Franklin Delano Roosevelt High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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;

3.  

### III. Student Responsibilities

**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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

- [x] Before school
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: ___

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [x] 9
- [x] 10
- [ ] 11
- [ ] 12
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ____</th>
<th># of certified ESL/Bilingual teachers: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of content area teachers: ____</td>
<td></td>
</tr>
</tbody>
</table>

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: ____

Newcomer's Orientation Entering Level ENL Class

FDR HS enrolls close to two hundred over the counter ELL students annually, throughout the year. A challenge we have identified is helping these students adjust when they enter the school year mid term. We are beginning an Orientation Newcomer class for Entering and Emerging ELLs that will be held Tuesday and Thursday mornings, before school. Students will participate in the program until they reach certain benchmark criterion based on oral communicative and interpersonal language development. This class will also serve to meet the socio emotional and needs of our “over the counter” newcomers as they adjust to life in a large comprehensive high school. We will embed advisory type services and curricular aspects into the course so that all students who participate will develop a foundational understanding of NYC high school graduation course and exam requirements, resources that are available in the school and a network of adults that can be resources in the future. The course will also work to develop basic communicative language in English. Part of this rational serves to retain ELL students with Entering level English proficiency to help them develop traction and connections mid term, when they enroll throughout the year. The program will run from September – June from 8:00 AM - 8:45 AM for students that begin school at 8:49 AM. The language of instruction will be English. The teacher will be Ms. Erin Williams Maples. The curriculum will be developed by the teacher and will include Passwords vocabulary, Achieve 3000, System 44, NYC DOE graduation requirements one page handout, along with teacher developed activities and lessons to facilitate development of BICS. Students will tour the school and have opportunities to meet all the key individuals that they will need to know throughout their time at FDR. Distinct, from daily instruction, teacher created materials will be used in this Newcomer's program. The teacher will collect both qualitative (attendance and feedback) data and quantitative assessment data from low stakes, classroom based language activities. Students will be invited to participate in this program based upon their NYSITEL level.

Regents Prep

Explicit regent exam preparation courses will run for 10 weeks, five Saturdays prior to the January Regents administration and five Saturdays prior to the June regent exam administration. Classes will run from 9:00AM-12:00PM. We will host regents prep in Living Environment in English, Living Environment in Chinese, Living Environment in Spanish, Algebra 1, Algebra 1 in Spanish, Algebra 1 in Chinese, Global History, US History and ELA. All levels of ENL students, included ELLs with IEPS, who are enrolled in a regents terminating course will be invited to participate in regents prep courses. Teachers will be certified in the content area, with bilingual or ENL license extensions when possible and/ or be certified ENL / ISS teachers. Materials will include Living Environment Brief Review textbooks, make up lab materials, Global History review books, teacher created materials and previous regent exams. Students will
### Part B: Direct Instruction Supplemental Program Information

- Provided calculators during the class time. Classes will be in English with native language support or in Mandarin Chinese or Spanish as described above. There will be seven teachers scheduled for each session.

**Homework Club/After school Tutoring**

Tutoring and homework assistance will be offered throughout the year beginning in October and running through May. Teachers will recruit ENL students of all levels from their classes to participate in tutoring or homework assistance. The rationale for the tutoring is to target students who need additional assistance and to work towards credit accumulation and mastery of the standards. ENL licensed teachers, Math and Science teachers from our bilingual programs, Spanish Home Language Arts teachers and ISS teachers that work in self-contained integrated ELA or with ELL ICT students will work in the tutoring/homework assistance program. Teachers will provide supplemental resources to support the work done during the day but will rely largely on the homework assigned to students in their classes as the basis of the materials used. Instruction will be provided in English with Native Language supports as needed.

**SIFE Advisory**

SIFE Advisory is an in house name for a club that is run by Hector Cruz a Spanish licensed Home Language Arts teacher. Mr. Cruz meets once per week with students identified as SIFE, after school to both mentor and assist these students with their academic progress and socio-emotional needs. This club is part of distributed counseling and attracts many male, often unaccompanied minor students that benefit from forming connections with both a teacher and other students in similar backgrounds. Materials used in this program are both teacher produced and distinct for this program and the assigned homework tasks that are used as part of daily instruction. Students will be recruited based on scholarship and attendance data as well as from information regarding their SIFE status and enrollment in TBE programs from ATS (BNDC and RSFE) screens.

**Saturday Literacy and Mathematics**

Our Saturday Literacy runs over 10 Saturdays throughout the winter months, beginning in January-April accounting for vacation breaks. Three teachers teach three distinct courses on Saturdays. Ms. Frullo conducts ELA regents prep for ELL students leading up to the January exam and between the January and June administration. The session dates supplement the larger regents prep program and ensure that students have this opportunity every weekend that school is in session. Ms. Frullo is a licensed ENL teacher, she uses ELA CC Regents exams as her materials along with technology supports. The language of instruction is English with Home Language supports, as needed. The sessions are open to all ELLs but target all students in EES85, EES86, EES87 or EES88 ELA courses, as they terminate in the regents exam. Each class is three hours, from 9:00 AM-12:00 PM. Saturday regents prep materials are generated from the NYSED database of archived regents exams.

Ms. Distelhurst or Ms. Maestre hold a Mathematics course as part of our Saturday Literacy/Mathematics. Both teachers teach in English and Spanish and use home language supports as needed. Coursework that is presented aligns with the standards of CC Algebra 1 and supports language acquisition through mathematics. Ms. Maestre is dual licensed math and ENL. Ms. Distelhurst is a special education licensed teacher. Each class is three hours, from 9:00 AM-12:00 PM. Both teachers create their own materials that are distinct from materials used in the FDR mathematics curriculum. We have graphing calculators that are used in the Saturday Mathematics program.
Part B: Direct Instruction Supplemental Program Information

Mr. Wilder holds a Saturday morning cartoon class during Saturday literacy sessions. He targets Emerging and Transitioning ELLs that want to build on communicative English. Students watch engaging cartoon programs and engage in small group discussions about the content of the program. They then do low stakes writing tasks. Mr. Wilder is an ENL licensed teacher and the language of instruction is English. Instructional materials are teacher created and distinct from materials used during daily instruction.

Qualitative data captured during Saturday programs includes attendance and student feedback. The mathematics teacher assesses the students accuracy and uses this quantitative data to plan subsequent lessons. Students are directed to participate in the math and ELA portions of this program based on regents and scholarship data. The ELA regents rubrics are uses to asses students work in the ELA regents prep courses.

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: ______

There is standing Professional Development afforded to the teachers of the ENL Department including a consultant from Generation Ready, a partnership with Achieve 3000 and the UFT Teacher Center:

Provider: Generation Ready
Topic: Support teachers as they implement the provisions of the new CR Part 154 (especially Integrated Co-Teaching), Common Core Standards, and the Framework for Great Schools using multiple entry points and scaffolds for ELLs and SWDs
Presenter:
Participants: Title III teachers and all ENL/World Language teachers
Schedule: 40 days from Sept. - June

Provider: UFT Teachers’ Center Professional Development
Presenter: UFT Teacher Center Staff member
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 a prep period
Professional Developments offered through the UFT teacher center are of no cost to the school.
Part C: Professional Development

Provider: Achieve 3000
Presenter: Romano Bergolotti
Topics: Using Achieve 3000 to increase the literacy skills in ELLs and SWDs
Participants: 10 teachers
Schedule: September - June

Achieve 3000 training is included in the purchase of the student licenses. Per session will be provided for meetings that may occur outside of the contractual work day.

Additional Professional Development Initiatives are as follows:

Equity Committee
Over the course of the 2018-2019 and 2019-2020 Academic school year and Equity Committee will be formed as a way to turn key professional development to all teachers at FDR including those that teach ELL students during the day and in Title III Programs. The rational and intent of the Equity Committee will be to explore Culturally Responsive Pedagogy and best practices to ensure equity and access for all. The Equity Committee will work with “Border Crossers” and use Culturally Responsive Teaching and the Brain by Zaretta Hammond as a seminal text. The Equity Committee will consist of 9 teachers leaders (one from each department), and a guidance counselor along with AP of ENL and WL, Elizabeth Messmann and AP of ISS, Tameeka McNeil, as well as Melanie Katz, Principal. The Committee will meet twice a month, beginning in September 2018 and continuing through June 2019, and develop whole school PD opportunities that will be presented to the staff at larger on Chancellor Conference Days and in Department Meetings bi monthly. The committee will create three PD opportunities for all teachers at FDR. The PD sessions will be held on election Day, January Chancellor’s Day and June Chancellor’s Day.

Objectives and Topics to be covered by work with Border Crosses includes:
· Knowledge of the history and definition of racism;
· An understanding of how race and racism manifests in classrooms, schools and experiences of our students;
· Application of a racial equity lense to scenarios related to race and racism in the classroom;
· Strategies for creating racial equity in our classrooms and school.
Zaretta Hammond’s text will be used as a basis for exploring the best ways we create independent learners and how we craft our assessment criterion and policies. Per session will be provided for meetings that occur outside of the contractual work day.

Instructional Cabinet
Beginning in September 2018 an instructional cabinet will be created to move towards a self-sustainable teacher led PD initiative at FDR HS. The instructional cabinet will consist of a teacher leader/content specialist from each department. The teacher leaders will meet monthly with Assistant Principals of supervision to develop a deeper understanding of best practices for ELL and literacy across the curriculum. They instructional cabinet will identify common practices that work and bring them to their bi monthly department meetings to turn key strategies and engage in lesson studies. The instructional cabinet will also lead and serve as models for a school wide initiative to inter visit Highly Effective rated teachers and to share best practices. The instructional cabinet will consist of 10 teachers, representing each department. These ten teacher will take their developed professional experiences to their departments, impacted all teachers at FDR. The instructional cabinet will focus on literacy across the curriculum, scaffolded writing prompts, creating tasks that align to and support achievement on the Regents, NYSESLAT and LOTE exams, vocabulary instruction, and shifting from teaching content to
Part C: Professional Development

Teaching skills and content. Per session will be provided for meetings that occur outside of the contractual work day.

ENL compliance capacity building

Teachers in the ENL department will engage in continuous training to ensure that there is capacity building in terms of ENL related compliance and testing. Trainings will facilitated by Elizabeth Messmann, AP of ENL and WL, Tom Liang, Foreign Student Coordinator and Mervett Guergues, a paraprofessional who assists in entering ATS data and filing. Topics that will be covered include: NYSITEL administration and scoring, the intake process (HLIS/ Parent choice), entitlement letters, ELLO screen and ATS maintenance, NYSESLAT scoring, scheduling and administration, the NYS Seal of Biliteracy. Per session will be used to train teachers.

Agendas for all professional development sessions will be housed in Google Drive, additional hard copies with attendance sign in records are maintained by the principal's secretary, Vanessa Gomez or by the AP of ENL and WL, Elizabeth Messmann.

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: ______

Newcomer’s Orientations

Three workshops will be held throughout the year, to supplement mandatory ENL compliance meetings with parents. These workshops will be held in Spanish, Russian and Mandarin with all materials available also in English. The overview of these workshops will layout High School course and exam requirements, opportunities for families to meet and interact with teachers and guidance staff members, tours of the school and information about clubs, teams and services offered at FDR HS. The workshops will last approximately two hours in duration and be held from 5:30PM-7:30PM. We will offer two of these workshops in the fall term and one in the spring. The workshops will be facilitated by Elizabeth Messmann, AP ENL and WL, Arnold Gottlieb, AP Pupil Personnel and Guidance, Marluey Born, Bilingual Guidance Counselor, Regina Karagach, Bilingual Guidance Counselor, ChuChing Wang, Bilingual Guidance Counselor, Jiamian Wang ENL/ Mandarin Teacher, Jurandir Chan, Spanish Teacher, Leona Negrimosky and Cindy Mei, Bilingual Community Assistants. Parents will be notified of these events through pupil path messages, fliers backpacked home and phone calls home.

Road to College Workshops

Clarie Washington and Donna Turturro, College Guidance counselors will work with bilingual counselors Born, Karagach, Wang and Tien as well as with ENL and HLA teachers to host Road
Part D: Parental Engagement Activities

Parental Engagement Activities to College Workshops. One workshop in October will be for 12th grade ELLs and their families. In the spring we will invite 10th and 11th grade ELLs and their families. These workshops will outline FASFA applications, the college application process, information about SAT prep programs available at FDR and other information related to college and the college application process. Follow up appointments can be made for families to get individual, targeted assistance with college and financial aid applications. Sessions will be two hours long, held in the evenings after school. Parents will be notified of these events through pupil path messages, fliers backpacked home and phone calls home.

Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Brooklyn</td>
<td>505</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Melanie Katz</th>
<th>Assistant Principal</th>
<th>Elizabeth Messmann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>N/A</td>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>N/A</td>
<td>School Counselor</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Hai Tang Liang/Chinese</td>
<td>Parent</td>
<td>Hutnyk, Yuliya</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Leighton Suen/ENL</td>
<td>Parent Coordinator</td>
<td>Stephanie Ozman</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td>Nelly Cortes</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Prayor</td>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in a bilingual program</td>
<td>20</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in school (excluding pre-K) | 3074 | Total number of ELLs | 1151 | ELLs as share of total student population (%) | 37.44%

**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>92</td>
<td>71</td>
<td>4</td>
<td>3</td>
<td>170</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Mandarin, Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened [e.g., 2013-14]</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Span.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>92</td>
<td>71</td>
<td>4</td>
<td>3</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>Man.</td>
<td></td>
<td>82</td>
<td>147</td>
<td>22</td>
<td>5</td>
<td>256</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>170</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>174</td>
<td>218</td>
<td>26</td>
<td>8</td>
<td>426</td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

At FDR we have embedded various formative assessments into our pedagogical practice that are used to inform both day to day instruction and programmatic decisions. Teachers have a practice of using Do Nows and Exit Tickets and conduct frequent checks for understanding throughout lessons. Writing assignments are created in alignment to the Part II and Part III of the CC ELA regents and to the DBQ and Thematic essay prompts on the Global and US History regents. A baseline writing assignment is given at the start of the term, in each class. A writing rubric that has been modified from the regents writing task is used to asses the student writing and to identify an area of focus for each student. Students track their progress on a semester long...
writing reflection/ tracker log. Teachers develop and utilize instructional strategies and groupings based on students needs, identified from the baseline writing and subsequent writing tasks.

2. **What structures do you have in place to support this effort?**

Teachers meet four times per month, per their contract, after school. Two of these meeting times are in collaborative groupings of teachers who teach the same courses or who are teachers in the Transitional Bilingual programs. This allows teachers to use tuning protocols, conduct lesson studies and develop cohesive and levelled assessments and classroom systems. Teachers who co-teach integrated ELA are assigned a Common Planning period as their Circular Six and use this time to co-plan, co-assess and make needed adjustments to curriculum.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

During initial intake procedures we use the NYSITELL, Spanish LAB, an in-house developed Chinese literacy exam and content area baselines, that have been translated by the translation and interpretation unit, to assess content area knowledge and literacy levels to best determine programming sequences and placement into standalone ENL, NLA and TBE tracks. During the term each unit of study has a mid unit assessment which is project based and an end unit assessment which is a writing task. At the end of each term an in-house developed final exam is given. In Integrated ELA and NLA classes these exams are aligned to the reading and writing tasks of the Regents and LOTE exams. NYSESLAT proficiency levels are used to determine units of study. Furthermore, NYSESLAT proficiency levels and stagnation at Entering or Emerging levels or regression of a level informs student groupings. Students who regress or who maintain Entering for two consecutive years are grouped into sections of standalone where guidance, and cross-curricular supports are provided.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

Summative assessment data is used to program students appropriately. The NYSESLAT levels are used to identify how many periods of standalone Entering and Emerging students need or do not need weekly. If over consecutive years, students do not move from Entering to Emerging level they are programmed into a course designed for students who exhibit characteristics of SIFE learners, called "Learning for Life". This double period class incorporates hands on, targeted content area project based learning, a math lab to reinforce mathematical skills and a two period per week advisory. Students who do not progress from Emerging level, move from their standalone into a literacy focus standalone where students use formulaic writing instruction such as the Hochman method to teach the writing skills needed for the Regents exams. Our Integrated ELA classes are programmed by grade and students are in a section based on their level; some sections have Entering and Emerging level ELLs and others have Transitioning and Expanding level ELLs. At FDR we have moved to exceed the minimum requirements of the CR-154 and have included additional integrated ENL support in other content areas. We currently have several sections of Global Studies with co-teaching, this is based on Regents results and student need ascertained from data analysis and trends.

5. **How does your school use 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.]

According to the RTI Guide for Teachers of ELLs, "When fully and effectively implemented, the RtI model is designed to:

- determine whether students are benefiting from an instructional program within a reasonable time
- build more effective instructional programs for students who are not benefiting
- compare the efficacy of different forms of instruction
- design more effective, individualized instructional programs
- reduce inappropriate referral rate
- increase educational opportunities for linguistically and culturally diverse populations."

At FDR we have been evaluating the effectiveness of our program and have made adjustments for the 2017-2018 year. The achievement of our changes will be monitored periodically throughout the term. One change geared towards at-risk groups was the creation of a 2 unit standalone course for students who stalled at the EN level. 17 students made no growth from the Entering level as reflected on the 2016 and 2017 NYSESLAT. These students, along with other newly admitted students who
made minimal gains from the NYSITEL administered in term one of the 2016-2017 school year will be taking a class using System 44 and other project based learning and increased counseling opportunities. System 44 has an in depth data analysis function, the piloting teacher has received training on this and we will be following up with future training sessions this year. FDR has increased out partnership with Good Shepherd and is working to reduce drop out rates. We realize that this population of students represents some of our most at risk student body and believe that this programming will allow us to best target them for academic and socio emotional needs. We are hoping the increased exposure to technology, and learner led learning might increase attendance rates.

Sixty students stalled at the Emerging level on the NYSESLAT and will be taking a standalone ENL class which utilizes Hochman writing techniques, regents prep and increased counseling.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The AP of ENL compiles the EDAT periodically throughout each term to pull and analysis relationships between data from the RLAT, RESI and NYSESLAT modality reports. This data viewed through the lense of the EDAT and independently through analysis of REDS reports, credit accumulation and growth with language proficiency inform the continued implementation of our program and curriculum. We have made shifts in the curriculum, have purchased the EDGE curriculum, Achieve 3000, culturally relevant and levelled literature to use in Integrated ELA classes, and levelled texts for Science and Social Studies classes. We have moved to end repeater classes for ELA and standalone and have shifted to keeping students with their grade foe ELA but grouped into sections by level and have created courses for students who regress or maintain levels for the standalone classes to better meet students academic and socio- emotional needs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The Assistant Principal of ENL works with the Principal, the APO and other APs of supervision (Guidance, ELA, Science, Social Studies) during weekly cabinet meetings and during one on one meetings to strategize changes to programming to maximize student success. State of the School meetings, conducted by the principal, are held each semester to share large scale changes to school programming and new initiatives. Departments also have weekly meetings where teachers can ask clarifying questions about programmatic shifts and their alignment to the school mission and vision. These weekly departmental meetings allow some teachers to engage in action research and inquiry to analyze practice and plan according to student needs and trends.

Part IV: ELL Programming

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]).

   a. Freestanding ENL program.

   For the delivery of standalone ENL students are homogeneously grouped based on their years of enrollment. Entering level ELLs, who are promoted from a middle school or who enroll as new admits are placed in a double period standalone ENL class, which is held daily. The curriculum is aligned to Common core ELA, development of BICS and acquisition of cross curricular content. If a student does not progress from entering to emerging and remains at Entering for two consecutive years or more they are are moved into "Learning for Life" a project based/ advisory course that focuses on building skills, supporting socio emotional needs and works to engage this vulnerable sub
population of our students. This course will be piloting System 44 in two sections and meets for 90 minutes per day. Emerging students who are promoted from a middle school or who test at Emerging level on the NYSITELL are programmed for one period per day of standalone ENL. The coursework supports cross curricular content, and literacy strategies. If a student remains at emerging for a consecutive year they are moved into a course designed for long term Emerging students. In this class formulaic writing, based on Hochmann and explicit regents prep aligned curriculum are taught. This is a homogeneously grouped level class.

b. TBE program. *If applicable.*

During the first year of enrollment at FDR, students in the TBE program receive their standalone ENL minutes, as described above, based upon their level.

For the delivery of standalone ENL students are homogeneously grouped based on their years of enrollment. Entering level ELLs, who are promoted from a middle school or who enroll as new admits are placed in a double period standalone ENL class, which is held daily. The curriculum is aligned to Common core ELA, development of BICS and acquisition of cross curricular content. If a student does not progress from entering to emerging and remains at Entering for two consecutive years or more they are are moved into "Learning for Life" a project based/ advisory course that focuses on building skills, supporting socio emotional needs and works to engage this vulnerable sub population of our students. This course will be piloting System 44 in two sections and meets for 90 minutes per day. Emerging students who are promoted from a middle school or who test at Emerging level on the NYSITELL are programmed for one period per day of standalone ENL. The coursework supports cross curricular content, and literacy strategies. If a student remains at emerging for a consecutive year they are moved into a course designed for long term Emerging students. In this class formulaic writing, based on Hochmann and explicit regents prep aligned curriculum are taught. This is a homogeneously grouped level class.

They also receive one period per day of native language arts instruction based on their placement in the course sequence. Students are given the Spanish Lab and an in house diagnostic Spanish writing exam at the time of enrollment to determine their Spanish proficiency level. We have NLA Spanish classes on all levels(FSS61- FSS65 and FMS61-FMS66). Entering and Emerging level students receive science, social studies and mathematics in the native language, with English supports. Transitioning and Expanding level ELLs receive one or two content area periods per day (science, social studies or mathematics) in the Native Language with English supports depending on their ELL proficiency level and academic needs.

c. DL program. *If applicable.*

We do not have a dual language program at FDR HS.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At FDR High school all ELLs, whether in ENL/ TBE, receive one period per day of Integrated ELA instruction. Students are programmed by their grade into Core English classes that are co taught by an ELA and an ENL licensed teacher. In 9th grade we have a sheltered Integrated ELA class for students who are enrolled as first time students to the NYC DOE and score Entering on the NYSITELL. Other students are grouped into grade based sections based on their NYSESALT level; some sections have all Entering and Emerging ELLS, others have Transitioning, Expanding and Commanding ELLS. Entering level ELLS receive a double period block of standalone ENL daily. Emerging level ELLs receive a single period of stand alone daily. These classes are taught by licensed ELL pedagogues.
Students in the Transitional Bilingual Program receive a period of Home Language Arts daily. They also receive the double period of Standalone ENL if they are entering and a single period of ENL if they are Emerging, daily. This is in addition to the Integrated Core ELA class. When programatically possible we have expanded additional integrated service into some Global Studies classes.

Home Language Arts, for students in our Spanish and Mandarin bilingual programs are offered once per day. Students take the Spanish lab and in house writing diagnostics in Spanish and Chinese at enrollment to determine initial program placement. The courses are taught by NLA teachers.

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.

Students enrolled in the ENL program receive content area instruction with supports. When programatically possible we provide integrated ENL in Global Studies. All teachers are informed of student levels at the start of the semester. All teachers are provided an in house developed language progression chart to help them better understand what students can do at each ELL proficiency level to help them better assess and tailor instruction to student needs. Teachers use visual aides, levelled texts, graphic organizers, structured writing frames, collaborative groupings and other forms of differentiation in both product and process. ELA teachers develop common core aligned lesson plans, using grade level texts and their co teacher/ ENL partner identifies language objectives for different level ELL students and differentiates assignments to ensure all students have access points. Teachers in the bilingual program use the data from bilingual progressions custom report in HSST and the NYSESLAT data to determine how much content should be presented in the Native Language and in English. These teachers also use visual aides, levelled texts, graphic organizers, structured writing and collaborative group activities to ensure all students have entry points into instruction.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At FDR we have a very diverse student body and we utilize staff expertise and the translation and interpretation unit to help us assess students home language abilities throughout the years. Students who speak Spanish as their home language have the Spanish LAB- R as a baseline. We have an in house developed Chinese literacy exam and baseline exams in the content areas. Students enrolled in the TBE programs that the ELE and the CRT, for Spanish and Chinese. In addition, we utilize teachers and para professionals who are fluent in several languages, including but not limited to Arabic, Bengali, Russian, Ukrainian, Greek, Albanian, Haitian Creole, Polish, Mandarin, and Spanish to assess students' understanding of content throughout the year.

5. 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

For all ELLs we employ Universal Design for Learning as a tool and resource to support each students' needs for multiple means of representation, action and expression, and engagement. We use this tool to assess how well tasks, resources, assessments, and classroom environments support ELLs at all levels and to share strategies and accommodations with all teachers. In addition, we work to provide students with choice and ownership to ensure self-directed, independent learning. If students are classified as SIFE, all teachers are informed and provided strategies for use in instruction. The ENL teachers work closely with the students to help develop the students' phonemic awareness. We expose all SIFE students to small chunks of grade level text and find age appropriate literature for ELA that has grade level content but appropriate lexile level text. We also patiently help transition the student into a school setting and teach them the norms of school behavior. Visualization and kinesthetic activities are the primary focus of their assessment. Content area teachers use differentiated
assignments and assessments and all teachers on a team are aware of individual student goals. SIFE students, are largely Entering level students, and are programmed for a double period block of standalone. During the first year the standalone curriculum supports BICS development, and reinforcement of cross curricular ideas and concepts. If a SIFE student does not progress to emerging for their second year of enrollment at FDR they transition into a double period block of stand alone ENL that is project based learning. Teachers work with students to develop literacy and numeracy skills, provide a targeted advisory curriculum embedded in the ten periods weekly and participate in experiential trips. We also have a dedicated and persistent attendance team that works hard and follows up to ensure these students attend school.

Newcomers are supported in all of their classes with native language materials, visual aides, bilingual dictionaries, alternate assessments and assignments, and assistive technology. Extra time is giving to the students if they need it. Content area teachers are aware of individual student goals, and reading and writing instruction is heavily scaffolded to meet the individual student needs. If a newcomer enters at Entering level and is a 9th grader they are enrolled in a sheltered ENL program for a semester. Their Integrated ELA class uses picture books, such as "Separate is Never Equal", "Iqbal and Malala", and "The Boy Who Harnessed the Wind", to explore grade level themes with lexile appropriate texts. Students take a pre Living Environment vocabulary course, and a sheltered Global History course that focuses on skill building. If newcomers test at Emerging or higher they are not registered for the sheltered program but teachers work to ensure that their unique needs, both academic and socio-emotional, are met.

Developing ELLS are provided scaffolds and differentiation in all of their content area classes to making material comprehensible. Teachers use native language supports, graphic organizers, levelled texts, sentence and writing frames, visual and media aides and allow students to demonstrate mastery in a variety of ways.

Long term ELLs and ELLs who have received between 4-6 years all receive their mandated time. Accommodations are provided to individual students as needed. During the bi monthly teacher team meetings, ENL teachers discuss and advocate for students with content and TBE teachers to ensure the needs of these students are met in all student areas. Teachers collaborate on the instructional goals and plans. We have text books and materials in native language available for student use and students who have been here for 4-6 years comfortably enjoy using both in conjunction. Teachers work hard to develop appropriate groupings in their classrooms and we always rely on differentiated assignments and assessments.

ELLs who pass the NYSESLAT continue to receive ENL support in ELA for two years after testing Commanding on the NYSESLAT. Additionally, test modifications are provided for the required amount of time after an ELL passes the NYSESLAT.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 students in the classroom. • Incorporate pre-reading activities to stimulate prior knowledge. • Encourage re-reading of tasks/instructions. • Provide more time to finish assignments/tests. • Achieve3000 & my On Reader 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. • Use of curricular materials such as UNIQUE, Attainment, and Equals for alternate Assessment ELLs. All of these
programs provide students with hands-on manipulative. UNIQUE includes Common Core-aligned stories with visual supports for various ENL levels. Teachers create 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.

7. 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?

ELL-SWDs with ICT on their IEP receive Integrated ELA with general education ENL students. Self contained ELL-SWDs receive ENL service in a self contained setting. All of these courses are developed in alignment to the common core learning standards. There is differentiation of product and process. Our school monitors students progress towards their IEP goals during IEP meetings and during teacher collaborative planning periods and meetings. All students receive mandated testing modifications, and bilingual paraprofessionals as needed to optimize success.

8. 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.

We are providing integrated ENL co teaching in Global 1 and Living Environment. We have also created sheltered Living environment course, SLS11 for a one semester pre Living environment course for students to acquire some vocabulary. This course is designed for entering level ELLs who enroll with no foreign transcripts or academic records. Similarly, we have created a Sheltered Global Studies 1 and Sheltered ELA (EES81) to meet the needs of this same subgroup. Teachers work in collaboration with ENL teachers to develop project based learning, utilize guided reading and student centered learning activities to allow students to acquire both content knowledge and academic skills while acclimating to a new school culture. Through Title III funds FDR offers a variety of academic interventions for ELLs, they are:

An after school Homework Club to provide support study skills, completing homework, managing time for study and academic guidance. A Spanish bilingual Science teacher, a Spanish bilingual mathematics teacher, two other science teachers and math teachers hold tutoring in our after school homework club;
We offer Saturday Regents Prep for ELLs scheduled to take Regents Exams, provided in 10 subjects by content licensed teachers using TESOL 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 ELLs. ELLs of all proficiency levels and language backgrounds are invited to attend. We have a Mandarin Speaking, Spanish speaking and a special education teacher among the staff;

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We will be implementing a program designed for our SIFE students, embedded in the Saturday Literacy Academy and the homework club. Over the 2016-2017 year we enrolled nearly 100 students over 17 who had no high school credits. We are designing these programs to attempt to bridge the gaps and hurdles these students are facing as they work to attain credits and acclimate to a new environment as young, often unaccompanied, adults.
We will be eliminating repeater sections of standalone ENL and have developed alternate coursework pathways for students who either maintain a proficiency level with nor progress or who regress a proficiency level. We have also planned to revamp the way students are grouped and programmed for integrated ELA to ensure that all students move along the course progression in grade bands to ensure student groups are age appropriate and to ensure that all students are programmed for the ELA Regents at the end of their third year with us in FDR.

10. If you had a bilingual program, what was the reason you closed it?
11. 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 and sports teams. There are advisory programs geared towards specific language subgroups and taught by bilingual teachers. Before and after school during the week, ELLs can participate in the Homework Club and tutoring. 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.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We have recently purchased the EDGE textbook series from National Geographic to use in Standalone ENL. We have purchased a completely new set of literature to use in integrated ELA which includes many culturally relevant texts and authors. In addition, there are several carts equipped with word-for-word dictionaries to lend to students. Each classroom is equipped with a Promethean Board. The ENL department has four chromebook carts and one Ipad cart. Teachers have access to Achieve 3000 and Brainpop subscriptions.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

As research indicates, 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. Home Language Arts is assessed through the use of baseline and benchmark writing, reading comprehension, and other in class developed assessment data. Formative assessment data is collected for Do Now, quizzes, entry and exit tickets, student and parent feedback. This data is in addition to data gathered on the Chinese Reading Test the ELE, the LOTE and AP exams.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The AP of ENL works to align curricular materials with core academic content required for graduation. Students are grouped into integrated ELA course sections based upon NYSESLAT proficiency. This ensures that Transitioning, Expanding and Commanding ELLs work with the same grade level curriculum used by the non ELL population. The sections of Integrated ELA that contain Entering and Emerging ELLs use texts of similar themes but lower lexile levels or the graphic version of the text as support. Video and media support can also be used to help ELLs access grade level materials.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

FDR HS is not a collocated high school.

16. 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).

We have a Summer Bridge program that we offer in conjunction with New Utrecht high School to help incoming ninth grade ELL students adjust to the demands of high school ELA, reading and mathematics. We have a foreign student coordinator with a compensatory time position to serve as a resource for students as they adjust to the new school. Our bilingual guidance counselors work to identify new ELLs and attend parent orientation held in the spring for incoming 9th graders. During Freshman Orientation students and their parents who are identified as eligible for ENL service participate in a session facilitated by the AP of ENL which provides a point of contact and an overview of services offered at FDR HS.

17. What language electives are offered to ELLs?

Currently, Spanish and Chinese are offered.
18. 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)?

We currently do not have a Dual Language program at FDR.

### 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 and non-pedagogic staff.) 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?

FDR High School is committed to utilizing professional development to address student work, achievement patterns, and curriculum that relate to every student and to utilize common planning periods (Circular 6) that are held daily to discuss students’ needs. Teachers work collaboratively to plan instruction that will lead to high student achievement. Grade teams meet every day to collaboratively:

- Plan differentiated interdisciplinary curriculum and assessments;
- Look at student work to inform curriculum, instruction and assessments for all sub-groups;
- Examine student achievement patterns and differentiate curriculum, instruction and assessments to meet the needs of individual learners;
- Plan Advisory
- Evaluate parent and student surveys to assess climate, culture, communication as well as curriculum, instruction and assessments;
- Plan weekly intervisitations and walk-throughs of classrooms;
- Use Tuning Protocols, Critical Friends protocols and Descriptive Consultancies to share feedback on classroom practice, pedagogical approaches, curriculum and classroom assessments as well as to assist in problem-solving.

To provide support to staff as they assist ELLs to transition from one school level to another, our ENL Coordinator plans bimonthly meetings where teachers discuss instruction and assessment and collaboratively plan for each student’s progress.

2. 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.

As per our SBO, every other Monday PD session is held in departments. The ENL department, which includes teachers in the bilingual and world language programs meets together. Meetings are facilitated by the AP of ENL/ and WL, Elizabeth Messmann. Some meetings are co facilitated by our Generation Ready consultant. Topics include the Engage NY bilingual and ENL language progressions, student centered classrooms, grading policies to reflect growth, differentiated classrooms, and socio emotional needs of our ELL students. Additional opportunities offered to ENL and content area teachers included ENL PLCs conducted by Ronny Rodriguez ELL CPS for Brooklyn South, writing workshops conducted by the NYC Writing Project focusing on ENL writing and full day PDs offered by Pearson on SCIOP.

Staff outside of the ENL/ bilingual department participate in the SCIOP training on staff PD days. Additionally all
departments have a PD in June 2016 on the language progressions and the linguistic expectations of ELL students at all five proficiency levels. Our data specialist and the AP of ENL created a document with class lists matched to ENL level for all teachers in the school and a component of IP conferences, post observation discussions is an emphasis on supporting teachers with meeting the needs of our ELL population. FDR has purchased licenses for online CTLE courses that address the needs of ELL students and the access is open to all teachers. Teachers are motivated to complete these courses for their professional licenses.

Sign-in sheets are filed and serve as documentation of this professional development. The NYC Writing Project, as a licensed CTLE PD vendor keeps documentation of these records.

**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?

   When the NYSESLAT results are released parents are invited to meet with ENL teacher, foreign student coordinator. During this meeting all parents are given an overview of the student’s score, movement towards proficiency, progress towards graduation and supplemental opportunities available for students to enrich their learning. All meetings are tracked with the AP of ENL on Google documents.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**

   FDR High School understands the importance of collaborating with parents and families to increase student achievement and foster well-balanced young adults. We are committed to working closely with all our parents, especially of our English Language Learners. Through a spiral of communication that involves teachers, advisors, and our guidance department we create authentic relationships with families that strengthen our partnerships.

   In addition to regular parent teacher conferences, parents are invited to various events that describe the curriculum and celebrate student achievement. In particular, we hold a Multi Cultural Night which celebrates the diversity and strength of our student body through presentation of student work and culture. In addition, we hold College nights where the application and financial aid process are discussed. Translation services are provided thorough use of bilingual staff and contracted interpreters.

   In 2017 we awarded 28 students the Seal Of Bilingualism. We have a goal of increasing this twofold each year. There will be a parent event to celebrate student achievement. Parents and community members will also be invited to hear students defend their capstone projects, if this was an aspect they needed to complete to earn the seal. We will ask parents to serve as guest evaluators of low incidence languages and engage community based organizations in these efforts as well.

   The AP of ENL and WL will conduct a minimum of three parent meetings each year (2017-2019) to provide an overview of high graduation requirements and community based resources, such as community colleges, public libraries and civic and cultural institutions such as the Arab American Association of NY, Atlas DIY and the Brooklyn Chinese American Association.

   FDR works towards honoring bilingualism and bi literacy and encourages students to earn the NY State Seal of Bilingualism. Over the 2016-2017 school year we had 28 students earn the Seal. We are confident that during the 2017-2018 and 2018-2019 academic years we will more than triple that number. We are planning on hosting special awards nights and capstone dissertation nights to all students to have their capstone projects assessed and presented to parents and community members.
### 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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Melanie Katz, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Katz</td>
<td>Principal</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Elizabeth Messmann</td>
<td>Assistant Principal</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Stephanie Ozman</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Leighton Suen</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Yuliya Hutnyk,</td>
<td>Parent</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Mr. Hai Tang Liang/Chinese</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Regina Karagach</td>
<td>School Counselor</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Mr. Michael Prayor</td>
<td>Superintendent</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Nelly Cortez</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td></td>
<td>aaron perez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>6/30/17</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 20K505  School Name: Franklin D. Roosevelt High School  Superintendent: Mr. M. Prayor

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Stephanie</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Messmann</td>
<td>AO of ENL/ WL</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

A review of the school demographics revealed that of a total enrollment of 3,074 students, 1,139 (37%) are identified as entitled English language learners (ELL). ELL data is obtained and recorded as students are registered, and maintained on Student Information Cards as well as maintained in Excel and Google sheets databases to be used for programming and test accommodations by appropriate staff members. Information is continuously updated and readily available upon request to reflect new admits and discharges. 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 50 different languages. Only 693 (22%) of students indicated English as their home language. We record the data from part three of the HLIS, indicating preferred language of
communication and disseminate this information to guidance, the parent coordinator’s office, community assistance and teacher teams.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>194</td>
<td>49.36</td>
<td>194</td>
<td>49.36</td>
</tr>
<tr>
<td>Spanish</td>
<td>139</td>
<td>35.37</td>
<td>139</td>
<td>35.37</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>1.02</td>
<td>4</td>
<td>1.02</td>
</tr>
<tr>
<td>Urdu</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>.51</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Uzbek</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>2</td>
<td>.51</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Chinese (any)</td>
<td>30</td>
<td>7.63</td>
<td>30</td>
<td>7.63</td>
</tr>
<tr>
<td>Albanian</td>
<td>2</td>
<td>.51</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>2</td>
<td>.51</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Polish</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Georgian</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>French</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mossi</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Italian</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Senufo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Turkish</td>
<td>1</td>
<td>.25</td>
<td>1</td>
<td>.25</td>
</tr>
<tr>
<td>Hungarian</td>
<td>2</td>
<td>.51</td>
<td>2</td>
<td>.51</td>
</tr>
<tr>
<td>Nepali</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Pashto</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Punjabi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Greek</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Tadzhik</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hebrew</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Hausa</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Filipino (Tagalog)</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Slovak</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Azerbaijani</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Burmese</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

The language that represents more than 10% of the population, and are not on the aforementioned list is Uzbek.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Handbook</td>
<td>Freshman Orientation in June, September and ongoing throughout the year with over the counter/ new admits</td>
<td>NYC DOE translation unit for Spanish, Chinese, Urdu, Bengali, Arabic, Haitian Creole, French and Russian. Staff members paid per session for Ukrainian, Albanian, Greek, Polish, and Italian. Hire translators for Uzbek. Documents are submitted to the translation unit in June 2017 and are kept on file in the ELL coordinators office to be reproduced as needed. A per session posting was created in the spring of 2017. Teachers will notified to begin this work in September 2017. Documents are kept on file in the ELL</td>
</tr>
<tr>
<td>Category</td>
<td>Details</td>
<td>Translation Unit and Language Support</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Promotion in Doubt Letters</td>
<td>These letters are disseminated from the guidance department during the second marking period of each term.</td>
<td>NYC DOE translation unit for Spanish, Chinese, Urdu, Bengali, Arabic, Haitian Creole, French and Russian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff members paid per session for Ukrainian, Albanian, Greek, Polish, and Italian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hire translators for Uzbek.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documents are submitted to the translation unit in June 2017 and are kept on file in the ELL coordinators office to be reproduced as needed. A per session posting was created in the spring of 2017. Teachers will notified to begin this work in September 2017. Documents are kept on file in the ELL coordinators office to be reproduced/updated as needed.</td>
</tr>
<tr>
<td>Calendar with school closings and dates of special events</td>
<td>During admission of new, over the counter ELL students throughout the year.</td>
<td>NYC DOE translation unit for Spanish, Chinese, Urdu, Bengali, Arabic, Haitian Creole, French and Russian.</td>
</tr>
<tr>
<td></td>
<td>During parent meetings, geared towards parents of ELL students. These meetings are scheduled to be held twice during the fall and once during the spring semesters for the 2017-2018 school year.</td>
<td>Staff members paid per session for Ukrainian, Albanian, Greek, Polish, and Italian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hire translators for Uzbek.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documents are submitted to the translation unit in June 2017 and are kept on file in the ELL coordinators office to be reproduced as needed. A per session posting was created in the spring of 2017. Teachers will notified to begin this work in September 2017. Documents are kept on file in the ELL coordinators office to be reproduced/updated as needed.</td>
</tr>
<tr>
<td>Graduation requirements handout</td>
<td>During admission of new, over the counter ELL students throughout the year, freshman orientation.</td>
<td>NYC DOE translation unit for Spanish, Chinese, Urdu, Bengali, Arabic, Haitian Creole, French and Russian.</td>
</tr>
<tr>
<td></td>
<td>During parent meetings, geared towards parents of ELL students. These meetings are scheduled to be held twice during the fall and once during the spring semesters for the 2017-2018 school year.</td>
<td>Staff members paid per session for Ukrainian, Albanian, Greek, Polish, and Italian.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Documents are submitted to the translation unit in June 2017 and are kept on file in the ELL coordinators office to be reproduced as needed. A per session posting was created in the spring of 2017. Teachers will notified to begin this work in September 2017. Documents are kept on file in the ELL coordinators office to be reproduced/updated as needed.</td>
</tr>
</tbody>
</table>
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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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>November &amp; March</td>
<td>We will utilize bilingual school aides and hire interpreters in to be stationed on each floor to assist with interpretation during parent teacher conferences. Interpreters will have a clear name tag that indicates their capacity to provide interpretation.</td>
</tr>
<tr>
<td>Freshman Orientation</td>
<td>June</td>
<td>Bilingual guidance staff are assigned to facilitate workshops held during the freshman orientation. Student handbook and graduation requirement handout information will be provided in multiple languages.</td>
</tr>
<tr>
<td>Multicultural Night</td>
<td>April</td>
<td>Bilingual staff and school aides will be invited to attend and will be compensated to serve as interpreters to ensure all parents to have access during these celebration evenings.</td>
</tr>
<tr>
<td>Celebration of the Seal of biliteracy</td>
<td>June</td>
<td>We will utilize bilingual guidance counselors, teaching staff or school aides and hire interpreters in to be stationed with groups of parents during presentations and information sessions to assist with interpretation.</td>
</tr>
</tbody>
</table>
Interpreters will have a clear name tag that indicates their capacity to provide interpretation.

We will utilize bilingual guidance counselors, teaching staff or school aides and hire interpreters in to be stationed with groups of parents during presentations and information sessions to assist with interpretation during parent teacher conferences. Interpreters will have a clear name tag that indicates their capacity to provide interpretation.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency FDR can utilize the translation capacity on school messenger to translate messages and convey information into Mandarin, French, German, Greek, Italian, Polish, Portuguese, Russian and Spanish.

Skedula, our online grading tool, can send messages translated into the home language indicated in ATS.

We have community assistants that speak Spanish, Mandarin, and Russian that can make phone calls home.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

A one page summary of the Chancellor’s Regulation A-663 will be compiled by the AP of ENL and WL and will be placed in each staff member’s mailbox or reviewed during opening day procedures in September. During weekly email bulletin, which is sent to all staff members, the phone number for the translation and interpretation hotline will be included to ensure that all staff have ease of access to making phone calls home in the parent’s preferred languages. The student handbook, translated into various other languages will be uploaded to the school website. This site is utilized by teachers, staff, students and families and will help articulate FDR HS’s commitment to ensuring language access to all. Signage is placed at key locations throughout the school, including the front entrance that conveys the languages available for interpretation.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 interpretation 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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.