



FAR ROCKAWAY HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (27/ Q/ 465 FAR ROCKAWAY HIGH SCHOOL
ADDRESS: 821 BAY 25TH STREET FAR ROCKAWAY QUEENS, NY
11691
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q465 SCHOOL NAME: FAR ROCKAWAY HIGH SCHOOL

SCHOOL ADDRESS: 821 BAY 25TH STREET FAR ROCKAWAY QUEENS NY 11691

SCHOOL TELEPHONE: 718 327 6000 FAX: 718 327 8836

SCHOOL CONTACT PERSON: DENISE J. HALLETT EMAIL ADDRESS: DHallet@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise J. Hallett

PRINCIPAL: Denise J. Hallett

UFT CHAPTER LEADER: John Gentile

PARENTS' ASSOCIATION PRESIDENT: Jennifer Mills

STUDENT REPRESENTATIVE:
(Required for high schools) Bibi Amin

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 SSO NAME: EMPOWERMENT CFN 2

SSO NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Francesca Pena

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Denise J. Hallett	*Principal or Designee	
John Gentile	*UFT Chapter Chairperson or Designee	
Jennifer Mills	*PA/PTA President or Designated Co-President	
Eileen Robinson	*Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lewis Hobgood	*DC 37 Representative, if applicable	
Bibi Amin Afua John	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alex Coby Marquez-CMS Community Mediation Services	CBO Representative, if applicable	
Tina Johnson	*Member/CSA	
Tenora White	*Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

FAR ROCKAWAY HIGH SCHOOL (FRHS) is a phase out Academic/Comprehensive High School, with a register of 281 students (ATS-Automate the Schools, DOE internal data system, October 25, 2009), grades 9-12, located in Far Rockaway, Queens. Our student population as per data for the 2009-2010 school year from the NYC Public Schools ATS (Automate the Schools, DOE internal data system) system is African American 52%, Hispanic 43%, White 1.0%, Asian 3% and Other 1.0% (from NYC Public Schools ATS Class Ethnic Census Report) Recent immigrants make up 16.35% of the population and are from countries such as Dominican Republic, Jamaica, El Salvador, Guatemala and Guyana. 86% our students fall below the federal poverty level.

Far Rockaway HS was identified as a School under Registration Review (SURR) for Mathematics in January 2005. The school had also been identified as a SED/NCLB Restructured Advanced. As a result of these identifications, and a Progress report grade of D in 2007 along with an overall Quality Review grade in 2007 of undeveloped with some proficient features the school was selected for phase out. Parents and students felt discouraged; both groups feeling underserved and abandoned. The current principal, entered September 2004, the first priority was to begin the process of restoring school tone and safety to the FRHS environment so that students, staff and parents felt comfortable and free from any safety issues that would distract from the instructional environment. School tone and safety were improved and the Chancellor and the Mayor held a press conference at FRHS to announce that FRHS would be removed from the IMPACT I list. The school is presently off the IMPACT list. The school staff is implementing programs to address student discipline and create collaboration between teachers, parents, deans and guidance counselors to address student discipline/behavior issues that impact student performance.

The current status of Far Rockaway High School is as follows:

- SURR Redesign for both ELA and Mathematics (Although the school was initially identified as a SURR school for Mathematics with targets for both ELA and Mathematics.)
- SED/NCLB School in Restructuring Advanced ELA
- SED/NCLB School in Restructuring Advanced Mathematics
- SED/NCLB HS Graduation Rate – Good Standing

In 2008 the school appealed for and was granted a change in the graduation rate for Black or African-American students and was successful in changing the graduation rate for this subgroup from 49% to 54% thus enabling this subgroup to meet graduation requirements.

The 2008-09 school year was the first full phase out year. The school is designated for closure in June 2011 and will continue to implement its Redesign Plan with all remaining students. The 9th grade academy has been discontinued, there all approximately 4 grade 9 holdover students on register from prior cohorts. In grade 10 there are 28 holdover students, in grade 11 there are 31 students, cohort 2011

and in grade 12, there are 109 students. Some cohort 2010 students will participate in the last remaining small learning communities (Health Careers) which will have its final graduating class in June 2011. There are 62 bilingual students (Spanish), 8 resource room students, 32 SWDs and 172 General Education students remaining. Over 85% of our students are overage for their grade level as per the Overage for Grade Report (ROAG from ATS- Automate the Schools, DOE internal data system). Last, there is still a sizeable of ELLs to support. There are 63 ELLs in all grade levels, grade 9 – 1, grade 10 – 20, grade 11 – 6 and grade 12 – 36 students.

Since the school's Redesign (NYS SURR in Redesign) for the 2006-07 school year, our students have made some progress in understanding the connection between their lives and their academic coursework. This is part, was a result of the restructuring of the school, the creation of small learning communities that included Career Technical Education (CTE) certification/career paths. These CTE courses addressed students' and have led, to a small degree, in improvement in academic and daily life at the school. In keeping with the current research on small schools, it very clearly shows that students in small learning communities will improve student academic performance, attendance, and discipline. Teachers at the school regularly collaborate to plan thematic lessons. The smaller learning environment also serves to reduce some of the anonymity of students thus creating a closer-knit community of learners. There is also greater student-guidance support. Although there is a pervasive focus on phasing out the school and making room for the recently added new schools in the building, (four schools and Far Rockaway High School) the students no longer have the small learning community themes to engage career focus and support their skill/career interests.

Our Priority: Graduation of the 2010, 2011 and remaining prior cohorts

The latest data (2008-09 school years) shows that the graduation rate is 51%, only 4% shy of the 55% NYS standard. This is a slight drop from the 54% allowed in the previous year's appeal, yet still an overall improvement from the 45% graduation rate for the 2004-05 school year.

For the 2008-09 school (and going forward), the priority is to focus the entire community on the academic achievement of its students by ensuring that every eligible student is scheduled and prepared to take the appropriate Regents exams, focus on students being promoted and moved from school year to school year in their cohort. There will remain continued development of a system that will increase the numbers of students that graduate within four years of their cohort. Strategies had to be implemented to improve student life, improve the attitude of adults toward students and students towards adults, improve pedagogy, teaching and learning, parent outreach and involvement, support services, professional development, and leadership.

Having set the above priorities, the school team set out to implement various strategies to address student performance. Additional priorities have been set by the core members of the school team in order to ensure that all students graduate within the four years that they are in attendance. Priorities to provide all students with opportunities for college education as well as a career path beyond high school will continue.

In June 2009, 80 students from the 2009 cohort graduated. There had been 19 2009 cohort January graduates.

As per the RCOS (ATS-Automate the Schools, DOE internal data system) which lists 158 students, the graduation rate was 50%.

Potential August 2009 graduates have been identified and were programmed for Summer School. This effort resulted in 26 students achieving a high school diploma in August 2009, with an overall graduation rate of approximately 48% as per the most recent data from nySTART).

For the 2009-10 school (and going forward), the priority is to focus the entire community on the academic achievement of its students by ensuring that every eligible student is scheduled and prepared to take the appropriate Regents exams, credit accumulation, focus on students being promoted and moved from school year to school year in their cohort. There will continue to be focused development that will increase the numbers of students that graduate within four years of their cohort. Strategies had to be implemented to improve student life, improve the attitude of adults toward students, improve pedagogy, teaching and learning, parent outreach and involvement, support services, professional development, and leadership.

Having set the above priorities, the school team set out to implement various strategies to address student performance. Additional priorities have been set by the core members of the school team in order to ensure that all students graduate within the four years that they are in attendance, more specifically within the next two years 2010, and 2011. Priorities to provide all students with opportunities for college education as well as a career path beyond high school will continue.

School Mission and Vision

Members of the school community believe that the school must continue to offer and stress the value of an educational program along with engagement in extra-curricular and athletic programs. FRHS continues to offer both athletic and extra-curricula programs, with broad participation by students. The school community also realizes the value of individualized attention and personalization that has been shown to result in increased attendance and improved academic performance.

The goal of FRHS is to graduate all prepared students in two years by the close of the phase out year of 2011 with a high school diploma, and assist remaining students in finding a location where they can continue their education and obtain a high school diploma or a GED.

The school's Mission Statement:

“The Far Rockaway High School community in high expectations and with a rigorous academic program dedicates itself to the education and preparation of all students, including students who are English Language Learners and students with special needs. We will develop young adults who are informed, responsible, creative and articulate decision makers who will become productive members of society, with strong critical thinking and problem-solving skills. Our expectation is that our students will exceed the minimum requirements for a high school diploma by the end of the phase out year of 2011 year. We believe that this success can be achieved through vision, academic rigor, dedicated effort, and a “can do” attitude.”

Although it appears that this is a lofty goal, it is expected that after all high school graduation requirements are met, students will be encouraged and assisted in achieving an Advanced Regents diploma. They will spend the remainder of their high school career, performing school or community service, participating in paid/unpaid internships with various organizations.

Students who have not met the minimum expectations for graduation requirements will be provided with the needed individualized assistance by the combined and coordinated efforts of school staff, parents and community based organizations. Students in need of assistance will receive targeted AIS

intervention during and after school to accomplish this goal, tutoring by subject teachers or guidance and support from inquiry team strategies.

Strategic Collaborations/ Partnerships

Far Rockaway HS developed strategic collaborations and partnerships with numerous organizations. All were formed to support students, teachers and parents toward the goal of the achievement of a high school diploma and the pursuit of college or a career after high school. Some of the strategic collaborations/ partnerships are:

Queens DA –violence prevention, male empowerment, careers in legal field.

Queens Library-research

Ocean Bay Community Center-Parent/Family support, GED program

Assemblywoman Michele Titus- Parent/Family Support, Student support

Assemblywoman Audrey Pheffer- Parent/Family Support, Student support

Fraternity-KAPPA- support male students, voter registration, graduation incentives, prom incentives

Sorority AKA-support female students, graduation incentive, prom incentives

Radio Station- HOT 97 – attendance/scholarship incentives

Women of ACS-organization of workers from the Administration for Children's Services-graduation incentives

NANBPW-National Association of Negro Business and Professional Women - scholarships

SUNY ATTAIN Lab (through support of Assemblywoman Michele Titus)-parent and student support in GED programs, academic remedial support for all students including ELLs and SWDs, career/technical training-MOS training and placement programs.

VESID- support career training and college options for SWDs

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	5	2	Number of Administrators and Other Professionals	24	24	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	102	88	48	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	38.6	80.0	97.5
				% more than 5 years teaching anywhere	32.9	41.5	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	76.0	75.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	78.7	82.3
American Indian or Alaska Native	0.2	0.0	0.0				
Black or African American	61.4	60.0	54.9				
Hispanic or Latino	32.6	35.0	39.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	3.4	4.4				
White	2.0	1.5	1.3				
Male	51.2	48.3	47.4				
Female	48.8	51.7	52.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	√	If yes, area(s) of SURR identification:				ELA & Math	
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Restructuring Y 3	
Math:				Math:		Restructuring Y 2	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students				X	X	X
Ethnicity						
American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Other Groups						
Students with Disabilities				√	√SH	
Limited English Proficient				-	-	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject	0	0	0	1	1	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	NR	Overall Evaluation:	NR
Overall Score:	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	NR	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	NR	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Our student performance trends have been

ELA

In 2009 the number of students achieving 85-100 in the English Regents decreased. In 2009, only 6% of our students scored 85-100%. Another 146 (53%) students passed with 65-84. The total number of students passing the test with 65 and above is 114 (51.7%). This difference, a decrease in student performance in ELA is attributed to the amount of work needed to improve the performance of students in ELA. The 2004 cohort and the 2005 cohorts included students whose grade 8 data showed wide gaps in literacy skills and performance in both ELA and Math.

In 2008 the number of students achieving 85-100 in the English Regents increased. In 2008, 60.16% of the 128 students met the regents standards in English/language arts, scoring 55-100, 34.4% of the 128 students met the regents standards in English/language arts, scoring 65-100, and 7.8% of the 128 students scored between 85 and 100. The student passing rate increased due to differentiating instruction by creating an individualized plan for each student using preliminary portfolios focusing on literacy. The implementation of an intense instructional program will increase the performance index, AMO and the ELA safe harbor target by 5%.

Some of the strategies used to improve student performance in ELA:

- Create a "support" class for those students who enter FRHS at Level 1 or 2 on the 8th grade assessment exam. With rigorous instruction and item assessment of student needs to focus instruction.
- Continue all instructional initiatives as it relates to the ELA/ESL core curriculum. Provide continuous professional development for staff members teaching ELA/ESL as per current scientific based research. The use of uniform exams, pacing calendars, and early intervention for students in need.
- Increase parent involvement through ongoing conferences and notices related to student needs and performance.

- Initiate a strict school wide attendance plan including home contact of a student whose attendance falls below 90%. Creation of an attendance team who will monitor this program.
- Continue all after school and Saturday “extra help” programs. Also include “lunch time help” for those students who have after school responsibilities.
- All students who scored in Level I and II will continue to have double blocked period of ELA each day. Instruction during the double period will follow the 90-Minute Interactive ELA Prototype developed for skills and conceptual reinforcement for students in Levels I & II. Any student scoring in Level III and IV will have a single period of ELA/ESL each day. ESL students will receive the required number of periods of language indicated by their performance on the NYSESLAT, etc.
- The curriculum will consist of 8 semesters of study in ELA using NYS ELA standards. All students will receive rigorous challenging ELA instruction that includes an appreciation and understanding of English, with reading, writing, listening and speaking, with the various genre of ELA. Students will be prepped to take the ELA Regents in June/Jan of their junior year.
- Following success on the ELA Regents students who achieved at or above proficiency will be encouraged to take another semester of ELA which will include higher levels of work, college research, college writing, examination of literary works, etc. as an elective. Those students who have not met proficiency will be programmed for a support class that will address their strengths and weaknesses and prepare them for success on the Regents in ELA.
- Within all ELA classes, teachers will implement/model regent type questions/tasks/critical lens in classroom applications, homework and class assessments.
- Creation of a series of unit review sheets for each student in each of the ELA tasks. Mandatory regent assignments in the last semester prior to the ELA examination including a mock Regents Exam a month before the regents.
- Cap all ELA classes at 25 students. Require teachers to submit 3 term progress reports on each student which will be mailed home by the attendance team.
- Creation of an extended school day as needed. The additional period(s) will be used to support those students in need. The class will focus on test taking skills, homework support and review of literacy skills.
- Professional development will be provided by the Administration, purchased resources ASCD and nyLearns and CFN-2 Instructional Support Staff.
- For additional AIS, students will be able to receive tutoring during lunch periods from staff that elect “one on one” tutoring as their professional assignment and available student tutors.

- Additional professional development will be provided for teacher of ELL/ESL and special needs students. Strict implementation of all requirements in a student's IEP for all special education students in all grade levels.
- Far Rockaway H.S. will run a PM/Saturday and a vacation school program, which offers ELA/ESL classes for high school credit (Credit Recovery), which allows students to make up classes previously failed or to receive additional tutorials for Regent preparation.
- Students will be selected for review and support by Inquiry Team. The subgroup that follows through on students who show need in ELA will be used to identify practices that we have in place to assist students in the mastery of literacy content and skills.\
- Follow through that all SWDs IEPs are followed and students receive accommodations that will assist them in being successful.

Need to provide ongoing professional development for all ELA/ESL teachers including teachers of SWDs to teach ELA instructional strategies, uniformity in ELA curriculum and how to use resources that will better prepare all students to meet the ELA requirement for graduation and increase passing percentages.

Social Studies

The data shows that Regents passing rates have decreased in Global History and Geography and increased in US History and Government. Greater percentages of students are passing US History than Global.

Data indicate a clear pattern of low performance in 9th and 10th grade classes resulting in low achievement on the Global Regents. As students reach higher grades their success increases on both departmental uniform exams and on Regents exams. Also noteworthy is the high number of absences on departmental uniform exams in all grades particularly in 9th and 10th grades. This adversely affects passing and graduation rates.

Social studies classrooms are for the most part print rich and decorated with current student work. Social studies teachers are loosely following the workshop model but instruction is not rigorous nor is enough emphasis placed on motivating students. Some teachers are incorporating technology into instruction and are making regular use of the computer labs, streaming video and the library.

Students in senior level social studies are more likely to be engaged in long term hands-on projects.

In 2008 the number of students achieving 85-100 in the Social Studies Regents increased. In 2008, 57.26% of the 117 students met the regents standards in Global History, scoring 55-100, 37.6% of the 117 students met the regents standards in Global History, scoring 65-100, and 1.7% of the 128 students scored between 85 and 100. The student passing rate increased due to differentiating instruction by creating an individualized plan for each student using preliminary portfolios focusing on literacy.

In 2008 the number of students achieving 85-100 in the Social Studies Regents increased. In 2008, 62.86% of the 105 students met the regents standards in United States History, scoring 55-100, 36.15% of the 105 students met the regents standards in United States History, scoring 65-100, and 1.0% of the

105 students scored between 85 and 100. The student passing rate increased due to differentiating instruction by creating an individualized plan for each student using preliminary portfolios focusing on literacy.

The data shows that Regents passing rates have increased in Global History & Geography and US History & Government. The Assistant Principal for Social Studies places great emphasis on literacy in the social studies department and created portfolios for each student which addressed the specific needs of each student. This allowed the teachers to differentiate instruction regularly.

Science

The data from, ARIS, the June/August 2009 regents and nySTART supports the idea that incoming 9th grade students are lacking literacy and mathematics skills which will have an overall impact on their performance in all subject areas. This would explain why students in L.E. do not do as well on the Regents examination as one would expect.

In addition, the low percentage of student attendance could also account for the dramatic drop in the total percentage of students meeting NYSED requirements. While the trend in the number of students receiving grades above 55% appears to be going down, it is notable that more students are taking the examinations. By doing so, data analysis from failing examinations will lead to better understanding of the skills deficiencies of these students.

Further, the Chemistry Regents examination did not have the same results. Fewer students took the examination and fewer passed. Chemistry requires more mathematical skills than Living Environment and students at FRHS lack the necessary mathematics skills needed to pass Chemistry. Our student performance trends have been based on the most recent data found in the DOE internal systems ATS/HSST data

Analysis of our school's data indicates that the total number of students who scored at least 55% on the Regents examination has decreased over the past three years in both the Living Environment (L.E.) Regents and the Chemistry Regents examinations. This decreased in Regents score is due to poor attendance and the pending closing of Far Rockaway High School in June 2011.

June 2009, 128 students took the Living Environment Regents examination. Forty-six percent passed the Living Environment exam with a 55% or higher. This shows an 8% increase from last year data. The L.E. Regents exam is now being given to almost all students, unlike previous years. The L.E. Regents exam is now being given to all students who scored below a 55% on science regents, unlike previous years. The data also shows that in June 2009 128 students took the Living Environment Regents exam while only 18 students took the Chemistry Regents exam. Since a greater number of students are taking the L.E. Regents and passing, many of them have not enrolled in Chemistry, which would explain the decreased numbers of students taking the Chemistry Regents examination.

Math

77% of the 2006 cohort took Math A regents and 41.2% of the cohort achieved level 3 and 4, and 21.1% of the cohort achieved level 2. Our projected performance index is 104 and expect to reach 107 after administering the June 2010 Regents exam. With attention to our subgroup student population, we have made significant gains in each of the individual subgroups at Far Rockaway High School.

Prior to 2004-2005, school policy did not encourage all students to take the Math A regents exam resulting in only 52.9% of the cohort taking the math exam. Under the leadership of the newly installed Principal, every student in the cohort was supported in their effort to take the NYS Regents exam resulting in 68.4% of the cohort students sitting for the exam. This resulted in a 15.5 % increase in the number of students sitting for the exam. Due to this targeted effort, 43.6 % of the cohort achieved levels 3 & 4 and 16.9% achieved a level 2 on the 2005 Regents exam.

Our analysis found that students were stronger on multiple choice applications and showed less mastery when addressing open-response questions. Our professional development targeted these areas in order to implement strategies that would increase student stamina on extended problem solving. We targeted these students and provided Academic Intervention Services (AIS) in the form of small group instruction, tutoring, computer assisted skills reinforcement. These all take place during the academic day in order to optimize their opportunity to pass the NYS Math A regents. Furthermore, we used the item skills analysis from the previous Math A regents exam and Mock A regents exam given in April 2006 to drive our instructional focus. Additionally, we collected quantitative feedback from math teacher scorers to improve our student math content skills and concepts understanding.

June 2008 was the first Regents exam in Integrated Algebra. All students who took the exam showed a passing rate of 45.93%. Additionally, students who took the Math A exam showed a passing rate of 50.72%.

June 2009 was the first Regents exam in Integrated Geometry. All 10th graders who took the exam showed a passing rate 24.72%. In addition, students who took the Integrated Algebra showed a passing rate of 46.51%. The data shows there was a slight increase in students' performance on the Integrated Algebra in 2009 than 2008.

The 2009 cohort took both Integrated Algebra and Math A regents and 52% of the cohort achieved level 3 and 4, and 30% of the cohort achieved level 2. Our projected performance index is 128 and our safe harbor is 135. We are currently at 134 after administering the June 2009 Integrated Algebra Regents exam. With attention to our subgroup student population, we have made significant gains in each of the individual subgroups at Far Rockaway High School.

Some of the Strategies used to improve student performance in math

- Create a “support” class for those students who enter FRHS at Level 1 or 2 on the 8th grade assessment exam. With rigorous instruction and item assessment of student needs to focus instruction.
- Continue all instructional initiatives as it relates to the Math core curriculum. Provide continuous professional development for staff members teaching math as per current scientific data based research. The use of uniform exams, pacing calendars, and early intervention for students in need.
- Increase parent involvement through ongoing conferences and notices related to student needs and performance.

- Initiate a strict school wide attendance plan including home contact of a student whose attendance falls below 90%. Creation of an attendance team who will monitor this program.
- Continue all after school and Saturday “extra help” programs. Also include “lunch time help” for those students who have after school responsibilities.
- All students who have scored in Level I and II will continue to have double blocked period of Mathematics each day. Instruction during the double period will follow the interactive Mathematics Prototype developed for skills and conceptual reinforcement for students in Levels I & II. Any student scoring in Level III and IV will have a single period of mathematics each day.
- For those students entering grade 9 in 2007, the curriculum consisted of three semesters of Algebra since they will be required to show mastery on the Algebra Regents examination beginning June 2008. These students move on to Geometry after they have met proficiency on the Algebra Regents. The curriculum for the previous cohort of students will consist of 3-4 semesters of study in Math A using NY Math A by Prentice Hall. Therefore, students will take the Math A Regents in June of their sophomore year. Only those students who scored Level III and IV will take the Math A Regents after 3 semesters. As in the past, all teachers will receive a set of T183 graphic calculators.
- Following Math A, students who achieved at or above proficiency will be encouraged to take 3 semesters of Math B as an elective. Those students who have not met proficiency will be programmed for support in Algebra. For those students entering grade 9 in 2007, and have met mastery on the Algebra Regents, these students move on to Geometry.
- Within all Math A and Math B classes, Algebra and Geometry classes, teachers will implement/model Regent type questions, skills and concepts in classroom applications, homework and class exams.
- Creation of a series of unit review sheets for each student in each of the 3-4 semesters of Math A, Math B, Algebra and Geometry. Mandatory Regents assignments in the last semester of Math A (term 3 or 4), Algebra, Geometry including a mock Regents Exam a month before the regents.
- Capped all Math classes at 25 students. Require teachers to submit 3 term progress reports on each student which will be mailed home by the attendance team.
- Creation of an extended school day as needed. The additional period(s) will be used to support those students in need. The class will focus on test taking skills, homework support and review of current topics in Math.
- Professional development will be provided by the school’s Administration, and CFN-2 Instructional Support Staff.
- For additional AIS, students will be able to receive tutoring during lunch periods from staff that elect “one on one” tutoring as their professional assignment, student tutors, etc.

- Additional professional development will be provided for teachers of ELL and special needs students. Strict implementation of all requirements in a student's IEP for all special education students in all grade levels.
- Far Rockaway H.S. conducted a PM/Saturday school and vacation school program, which offers Math classes for high school credit (Credit Recovery), which allows students to make up classes previously failed or to receive additional tutorials for Regent preparation.
- Students will be selected for review and support by Inquiry Team. The subgroup that follows through on students who show need in mathematics will be used to identify practices that we have in place to assist students in the mastery of mathematics content and skills.
- Need to provide ongoing professional development for Bilingual Math teacher and Mathematics teachers of SWDs to teach then strategies and how to use resources that will better prepare these students to meet the Math requirement for graduation and increase passing percentages.

ELLS

Native Spanish speakers who are English Language Learners are taught content in Spanish and are succeeding on the Regents at a slightly higher rate than their native English speaking counterparts. An examination of the data in the Annual School Report Card shows that the achievement of the ELL population who attained a passing percentage in both the Global and US History Regents examination increased from 2008 to 2009 from 29.7% to 46.7% in Global History and from 43.3% to 60% in U.S. History.

This increase in performance may be due in part to extensive Saturday and after school tutoring that was provided last year, made possible by Title III funds. Professional Development offered to the bilingual content teacher in the content area and alignment of curriculum has played an important part in the increase in percentage.

Although we did not have enough ELLs to identify as a subgroup for the 2008 – 2009 school year, our most recent data shows that there were several ELLS who achieved mastery on the Regents assessment for June 2008 meeting the criteria for graduation or promotion as identified below

20 students passed the ELA Regents
 20 students passed the Math A Regents
 18 students passed the Living Environment Regents
 17 students passed the Global Regents
 27 students passed the US History Regents
 9 Students met language proficiency based on the NYSESLAT.

In August 2008 several ELLS met mastery after attending the summer instruction program and met the criteria for graduation or promotion by achieving mastery on the assessments identified below:

3 students passed the ELA Regents
 2 Students passed the math A Regents

Support for all ELLS, with teacher professional development, alignment of curriculum with the learning standards, differentiated instruction; attendance intervention, tutoring, small class size, and instructional technology are being implemented to improve the performance of this subgroup.

SWD

An analysis of the data included in the annual School Report Card and the most recent school’s scholarship report indicates that there was no significant growth in the achievement of SWD on the Regents examinations and Regents Competency Tests. SWD are included in general education classes as prescribed by their Individual Educational Plans (IEPs) The implications of this data on our instructional program reveals that there continues to be a need for professional development in the areas of differentiated instruction for students with learning disabilities, motivating at-risk students, using data to drive instruction, and test taking strategies. Teachers of SWD will be provided workshops on these specific topics throughout the 2009-2010 school year.

In June 2009 the school was successful in its efforts to graduate eight SWDs from the 2005 cohort. Five (5) of these students graduated with local diplomas. 3 students from the 2006 cohort graduated in June 2009 with local diplomas and four (4) students graduated from prior cohorts.

Our data for our SWD students’ performance shows us that there has been some consistent growth for students in general education and overall school improvement, but there has not been the same growth for students with disabilities. Far Rockaway HS data for incoming 9th and 10th graders indicates that 10.5 % of the incoming students are designated as full-time special education which is 4% higher than similar schools and 5.4% higher than the city school average. The implications for our instructional program and cohort growth is the need for specialized instructional strategies for teachers of our special needs learners that address the NYS learning standards and the use of NYC core curriculum materials (Prentice Hall Math A). Specific professional development in the use of alternative strategies targeted at teachers of students with special needs will be regularly scheduled with the CFN Instructional Supervisor of Mathematics and Instructional Support Specialists.

An analysis of Students with Disabilities’ (SWD) performance on Regents examinations indicates that the performance of SWD on Regents examinations has declined.

Both failures to sit for the Regents exam and student course failure have resulted in relatively low student achievement on the subject examinations.

RCT passing results in Global History and US History are 10% - 30% lower than similar and city schools.

In June 2008 the school was successful in its efforts to insure that some SWDs sat the required examinations. The school continues to find it necessary to perform outreach to all students scheduled for examinations up to and including the day of testing.

In June 2009 our SWDs achieved the following results in either their academic courses or the state assessments for the subjects identified:

SWDs Taking

SWDs Passing

ELA Course 45 students	21 students (grade 65 or higher)
Math A Course 0 students	0 students “

RCT Writing 11 students	4 students (grade P)
RCT Reading 16 students	9 students (grade P)
CTT ELA Course 19 students	12 students (grade 65 or higher)
ELA Regents 11 students	0 students (grade 65 or higher)

Greatest accomplishments over past few years

Mock Regents

To help maintain the upward trends, the team continues the Mock Regents which is given twice a year. In the fall and Spring, and at the end of each term (January and June). The entire school took all four parts of the English Regents exam. The entire school will take all four parts of the Regents in English. The data generated will reveal areas of strength and weakness of our students and allow us to target strengths and weaknesses prior to students taking the actual examinations.

An examination of the most recent data from nySTART and the June 2009 Regents data shows that the achievement of the ELL population who attained a passing percentage in the ELA regents increased. A change in delivery of instruction and improved collaboration between ELL and ELA teachers under the supervision of Assistant Principal ELA.

Teachers are always invited to attend professional development sessions during late August that will familiarize them with the curriculum goals, strategies, and plans for improvement.

We have found that our most significant barriers to the school's continuous improvement have been the:

- Poor attendance
- Frustration of teachers over an inability to move student performance from levels I and II, resulting in teachers' lack of sustainability in use of instructional strategies that work
- Greater emphasis on teacher planning with supervisory follow through
- Student apathy about school, their lives and future endeavors
- Negative and lack of parent support of school, including economic social apathy and little or no interest in school
- DOE's plan to phase out Far Rockaway High School

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

School Goals for 2009-2010 are:

By June 2010 raise the level of school wide alignment of curriculum and critical thinking skills to NYS Learning Standards for all academic areas to improve overall student performance on the NYS performance assessments

To cultivate a professional learning community for teachers and supervisors, throughout the 2009 - 2010 school year.

To create an inquiry team that utilizes and analyzes data that will inform instruction, define a school wide focus and improve learning outcomes for 30 students in the lowest third (15 ELA/15 Math) by June 2010.

By June 2010 improve graduation rate of the 2006 cohort Class of 2010 by 50 students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Math/SS/Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 raise the level of school wide alignment of curriculum and critical thinking skills to NYS Learning Standards for all academic areas to improve overall student performance on the NYS performance assessments by 5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By Nov 1, 2009 the sub skill for 90% of the target population will be identified. By Dec 2009 at least 2 professional development workshops will be conducted to at least 90% of teachers to share instructional strategies to improve student learning outcomes. By Nov 1, 2009 at least 80% of the targeted population students will have completed interview questions on relevant issues as learning styles, favorite and least favorite classes, etc. By June 2010, data will reflect a 25% improvement rate in the identified sub skill area for the target population. By Jan 2010 Inquiry Team members will have completed low inference observations. Schedule ARIS training for my staff by Nov 2009. Improve understanding of the progress report and ITT tool via training sessions: 1 fall/1 spring. Enter targeted population by the designated due date. Set at least 2 goals for each of the targeted population students. Establish a schedule of monthly meetings Administer mock Regents to all students (whole or sections thereof based on student performance needs) in ELA, Mathematics and NYSESLAT to establish an item analysis of areas in need of improvement (sub skills) once during fall semester and once during the spring semester at the midterm and final examination period of each term. Engage team in action research through professional readings, student interviews and low inference transcripts at 3 meetings during the school year. Identify at least 3 instructional practices and strategies e.g. Differentiated instruction needed to meet the needs of targeted students. Disseminate information concerning the inquiry team to faculty and School Leadership Team members</p>

	<p>at least three times per school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CFE, FSF, School Success, Inquiry Team Title I, 21st Century grant funding allocations will be used to: Fully/partially fund salaries, e.g. some push in and supplemental ELA classes Per session for credit recovery and Saturday school classes support celebration activities for students and parents each month professional development activities, training, consultants, resources to improve mathematics purchase resources and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Schedules of monthly meetings for the team, including agendas and handouts. Portfolio of student assessments for 90% of students in the target population. Low inference observations/student interview questions for 90% of students in the target population. Agendas and resources from at least 5 Inquiry Team meetings and trainings. By June 2010 50% of the students in the target population will show mastery on at least 1 Regents/RCT examination (passing) and on the mock examination for their course.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Student Achievement through Teacher Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To cultivate a professional learning community for teachers and supervisors.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Discuss rationale for increased professional learning with various stakeholders. Establish a professional development committee to identify areas of interest; also use teacher surveys identifying areas of interest/need and school data identifying areas of need. Collaborate with Supervisors, vendors and network to schedule and implement a series of workshops on teaching and learning strategies which may include but are not limited to: Differentiated Instruction, Literacy, Math concepts. Engage academic subject area teachers in intervisitations within the same subject area and in one subject area of their choice. Schedule formal focused observations and walkthroughs with Assistant Principals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>CFE, FSF, School Success, Inquiry Team Title I, 21st Century grant funding allocations will be used to: Fully/partially fund salaries, e.g. some push in and supplemental ELA classes Per session for credit recovery and Saturday school classes support celebration activities for students and parents each month professional development activities, training, consultants, resources to improve mathematics purchase resources and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>A minimum of 6 agendas and minutes of professional development meetings and resources shared to reflect evidence of meetings and relevant topics based on school/student needs. 2% Increase in students passing courses and accumulating credits as teachers’ practices in instruction</p>

improve.

15 copies of examples of teacher surveys which reflect a follow through on 1-3 areas identified by teachers as areas of need/further support.

Agendas for Professional Development series:

ARIS training for Inquiry team and Teachers-Interpreting Data

Differentiated Instruction (DI)

Intervisitation Logs

Focused Observations

Walk through templates

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA Student Achievement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Student performance in English Language Arts (ELA), as measured by NYS Regents Examinations will improve by at least 5% by June 2010 in order to achieve the NCLB/SED designation of Safe Harbor for ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning September 2009 continuing throughout the school year and ending in June 2010 under the direction of the principal and the Assistant Principal Supervision-ELA the school will implement the following strategies/activities which includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Weekly common planning meetings with ELA teachers, to identify “at risk” students, defined as students performing below proficiency on ELA Regents (below grade of 65) follow through and identify, plan and implement further strategies needed to improve student proficiency in ELA • In September 2009 and January- February 2010 program all “at risk” students, performing below proficiency on ELA Regents (below grade of 65/not tested out NYSESLAT) with an ELA support class that provides reduced class size, small group, individualized teaching and learning; support in ELA skills as identified from grade 8 ELA data or most recent ELA regents results and/or classroom assessments. • Ongoing daily, weekly, monthly implementation of Response to Intervention strategies (RTI) and Academic Intervention Services (AIS) for those students performing below mastery as outlined above. • Use of mock Regents in ELA/mock NYSESLAT to familiarize and assess students in interim ELA proficiency at least twice per semester no later than one month before Jan and June 2010 testing periods • Beginning September 2009 encourage all eligible parents of /and ” at risk” students, students performing below proficiency on ELA Regents/NYSESLAT (below grade of 65/not tested out) to participate in SES and after school tutorial programs for support in ELA (SES Fair and In-school provider identified September 2009) • Use of technology in labs with software for ELA/ESL support in need areas identified by data

ARIS , in class assessments, Regents): task definition, comprehension, use of information, informational text, fluency, prediction, synthesis, evaluation, etc. beginning September 2009-June 2010

- Use Inquiry Team process to further identify those students at performance level 1 in ELA/ESL (below grade 65) and implement strategies to improve their performance to a level of minimum proficiency (level 2) or higher. beginning September 2009-June 2010
- ELA/ESL workshops scheduled by parent coordinator and guided by Assistant Principal ELA; at least one each year (fall and spring term) to inform parents of ELA/ESL requirements for promotion, graduation and how to support students in ELA.
- Parent coordinator will implement strategies to inform and support parents In English and Spanish regarding SED standards for ELA/ESL (reading, writing and speaking) and student performance in ELA/ESL. (workshops, newsletter at least one per term for a total of two per school year; fall and spring term
- Assistant Principal, ELA and ESO instructional team will provide monthly professional development for ELA/ESL teachers as a group and one-on-one support on sound data driven practices to instruct and support students in ELA/ESL, focusing on areas identified by data (ARIS, in class assessments, Regents), task definition, comprehension, use of information, informational text, fluency, prediction, synthesis, evaluation,.
- Credit Recovery and Saturday school programs to advance student credit accumulation in ELA/ESL begin September 2009 –January 2010 February 2010 – June 2010
- Share information with all ELA teachers regarding the ELA Regents/NYSESLAT level of performance for their students for more informed and targeted teaching and learning beginning September 2009 and again February 2010
- Insure that all staff members follow through with instructional practices for teaching and learning via scheduled and unscheduled snapshots and teacher observations, which occur daily, weekly, monthly beginning September 2009 and continue every month
- Insure that teachers use the school wide grading policy based on student data in alignment with assessments as shared with staffers during September 2009 professional development beginning September 2009
- All teachers will use curriculum and assessments that are in alignment with the SED standards for ELA for relevant courses. Beginning September 2009 throughout to June 2010
- Share data with all constituencies (e.g. staff, students, parents, SLT, Inquiry Team members, etc) regarding performance of all students and subgroups at FRHS in ELA/ESL; subgroups (African American, Hispanic, Economically Disadvantaged, Students with Disabilities (SWDs), ELLs. Beginning September 2009, ongoing at various constituent meetings and again in February 2010; meetings include monthly SLT meetings, monthly Parent Association meetings, October-May faculty meetings, bi-weekly supervisory meetings, student assemblies (two per semester)

	<ul style="list-style-type: none"> • Plan and execute regularly scheduled celebration activities for students and parents with improved ELA performance, two events per year, January and June 2010 • Assistant Principal Special Education will meet with all ELA teachers September 2009/February 2009 and before each Regents assessment period January and June 2010 to insure that all IEP relevant data is shared so that SWDs and students with accommodations are appropriately serviced and supported and will provide ongoing monitoring of this along with professional development to continue to share instructional strategies in common planning meetings every month effective. • Assistant Principal English Language Learners in collaboration with Assistant Principal ELA will meet with teachers September 2009/February 2010 and before each ELA Regents assessment period January and June 2009 to insure that all ELLs relevant data is shared so that ELLs are appropriately serviced and supported and will receive ongoing monitoring of their performance in cohort; also with professional development for all ELA/ESL teachers (bilingual and SWDs) throughout to continue to share instructional strategies to address language and teaching and learning needs in common planning meetings every month.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CFE, FSF, School Success, Inquiry Team Title I, 21st Century grant funding allocations will be used to: Fully/partially fund salaries, e.g. some push in and supplemental ELA classes Per session for credit recovery and Saturday school classes support celebration activities for students and parents each month professional development activities, training, consultants, resources to improve mathematics purchase resources and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>5 % improvement in student achieving proficiency on January and June ELA Regents 5 % decrease in number of students failing classes due to poor performance, grades of 55 Making AYP or Safe Harbor for school year ending June 2010</p>

outlined above.

- Use mock Regents in all exams to familiarize and assess students in interim proficiency at least twice per semester at least one month before the Regents assessments.
- Beginning September 2009 encourage all eligible parents of /and ” at risk” students, students performing below proficiency on Regents (below grade of 65 to participate in SES and after school tutorial programs for support in ELA (SES Fair and In-school provider identified September 2009)
- Parent workshops in English and Spanish scheduled by parent coordinator and guided by Assistant Principal; at least one each year (fall and spring term) to inform parents of requirements for promotion, graduation and how to support students.
- Credit Recovery and Saturday school programs to increase student credit accumulation in needed subject areas beginning September –January 2010 February 2010 – June 2010
- Insure that teachers use the school wide grading policy based on student data in alignment with assessments as shared with staffers during September 2009 professional development, beginning September 2009
- All teachers will use curriculum and assessments that are in alignment with the SED standards for all relevant courses. Beginning September 2009 throughout to June 2010
- Share data with all constituencies (e.g. staff, students, parents, SLT, Inquiry Team members, etc) regarding performance of all students and subgroups at FRHS in ELA, Math and other content areas; subgroups (African American, Hispanic, Economically Disadvantaged, Students with Disabilities (SWD)s, ELLs. Beginning September 2009, ongoing at various constituent meetings and again in February 2010
- Assistant Principal Special Education will meet with teachers September 2009/February 2010 and before each Regents assessment period January and June 2009 to insure that all IEP relevant data is shared so that SWDs and students with accommodations are appropriately serviced and supported and will provide ongoing monitoring of this along with professional development to continue to share instructional strategies in common planning meetings every month effective.
- Assistant Principal English Language Learners will meet with teachers September 2009/February 2010 and before each Regents assessment period January and June 2010 to insure that all ELLs relevant data is shared so that ELLs are appropriately serviced and supported and will receive ongoing monitoring of their performance in cohort; also with professional development for teachers throughout to continue to share instructional strategies to address language and teaching and learning needs in common planning meetings every month.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CFE, FSF, School Success, Inquiry Team Title I, 21st Century grant funding allocations will be used to: Fully/partially fund salaries, e.g. some push in and supplemental ELA classes Per session for credit recovery and Saturday school classes support celebration activities for students and parents each month professional development activities, training, consultants, resources to improve mathematics purchase resources and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The list of 50 identified students from the 2006 cohort Class of 2010(L) by 50 students who are presently almost on track to meet the requirements of graduation for their cohort. Progress/performance reports for the 50 students Intervention/strategy plans to address the areas of need Meetings, agenda, student and or parent contracts Professional development and training sessions with accompanying handouts, attendance sheets. Logs which will document school resources along with student/teacher use/participation</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): **Inquiry Team to improve ELA and Math Performance**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 To create an inquiry team that utilizes and analyzes data that will inform instruction, define a school wide focus and improve learning outcomes for the 30 students in the lowest third (15 ELA/15 Math).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By Nov 1, 2009 the sub skill for 90% of the target population will be identified. By Dec 2009 at least 2 professional development workshops will be conducted to at least 90% of teachers to share instructional strategies to improve student learning outcomes. By Nov 1, 2009 at least 80% of the targeted population students will have completed interview questions on relevant issues as learning styles, favorite and least favorite classes, etc. By June 2010, data will reflect a 25% improvement rate in the identified sub skill area for the target population. By Jan 2010 4 Inquiry Team members will have completed low inference observations. Schedule ARIS training for my staff by Nov 2009. Improve understanding of the progress report and ITT tool via training sessions: 1 fall/1 spring. Enter targeted population by the designated due date. Set at least 2 goals for each of the targeted population students. Establish a schedule of monthly meetings Administer mock Regents to all students (whole or sections thereof based on student performance needs in ELA, Mathematics and NYSESLAT to establish an item analysis of areas in need of improvement (sub skills) once during fall semester and once during the spring semester at the midterm and final examination period of each term. Engage team in action research through professional readings, student interviews and low inference transcripts at 3 meetings during the school year. Identify at least 3 instructional practices and strategies e.g. Differentiated instruction needed to meet the needs of targeted students. Disseminate information concerning the inquiry team to faculty and School Leadership Team members</p>

	<p>at least three times per school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CFE, FSF, School Success, Inquiry Team Title I, 21st Century grant funding allocations will be used to: Fully/partially fund salaries, e.g. some push in and supplemental ELA classes Per session for credit recovery and Saturday school classes support celebration activities for students and parents each month professional development activities, training, consultants, resources to improve mathematics purchase resources and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Schedules of monthly meetings for the team, including agendas and handouts. Portfolio of student assessments for 90% of students in the target population. Low inference observations/student interview questions for 90% of students in the target population. Agendas and resources from at least 5 Inquiry Team meetings and trainings. By June 2010 50% of the students in the target population will show mastery on at least 1 Regents/RCT examination (passing) and on the mock examination for their course.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	21	11	4	16	0	0	0	0
10	103	76	73	79	0	0	0	0
11	40	39	68	42	5	5	5	0
12	53	36	100	57	7	7	7	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	English/Regents prep classes for students failing the ELA Regents during the regular instructional day, before and after school, Saturday school SES Provider Fair October 2009 Circular 6 Tutoring/student Support School SES provider “Learner First” technology based program after the regular school day for all SES eligible students
Mathematics:	Double Classes-Level I students-during school instructional day for Geometry Math/Regents prep for students failing the Integrated Algebra and Geometry Regents during the regular instructional day, Saturday school. Tutoring by math teachers during, before and after the school day School SES provider “Learner First” technology based program after the regular school day for all SES eligible students
Science:	Science/Regents prep for students failing one Science Regents during the regular instructional day, before and after school, Saturday school Tutoring by science teachers during and after the school day School SES provider “Science/Regents prep for students failing one Science Regents during the regular instructional day, before and after school, Saturday school Tutoring by science teachers during and after the school day School SES provider “Learner First” technology based program after the regular school day for all SES eligible students Smart Science Educational System” technology based program after the regular school day for all SES eligible students
Social Studies:	Global and US History/Regents prep for students failing the Global/US History Regents during the regular instructional day, before and after school, Saturday Tutoring by Social Studies Teachers during the school day School SES provider “Learner First” technology based program after the regular school day for all SES eligible students
At-risk Services Provided by the Guidance Counselor:	One-to-One Counseling to address academic performance, attendance, behavioral issues. Parent follow through via meetings on student performance.

At-risk Services Provided by the School Psychologist:	Follow through and evaluation of SWDs, IEPs
At-risk Services Provided by the Social Worker:	Follow through and evaluation of SWDs, IEPs
At-risk Health-related Services:	Follow through and evaluation of SWDs, IEPs/504s

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

-
- Far Rockaway High School supports the instruction of English Language Learners and SIFE (Students with Interrupted Formal Education). All students are given daily rigorous instruction that meets all NYS standards for a high school diploma along with standards for language acquisition and support for transitional services. In keeping with the regulations laid forth in NCLB requiring that there is allowance for "the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, and to determine such students' mastery of skill in subjects other than English." We have followed a Language Allocation Policy plan included herein along with our plan to address our SIFE population and some of the details of our Part 154. No Child Left Behind also requires schools to meet Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency (ELP) under Title III Part A accountability requirements.
 - Therefore, the school’s Title III funds are reviewed to see if they meet the following three AMAOs for our English learners:
 1. Progress in English language acquisition
 2. Progress in the percentage of students who become proficient in English and no longer qualify for language assistance programs -NYSESLAT
 3. Satisfactory academic performance on the attainment of academic standards based on the results of the Regents in the various academic areas.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 _____ Number of Students to be Served: 54 LEP 254 Non-LEP

Number of Teachers 2 Other Staff (Specify) 13 Content Teachers _____

School Building Instructional Program/Professional Development Overview

Part II – ELL Identification Process

In view of Far Rockaway HS’s status, no new ELL’s have been enrolled in the school.

The usual process which was always followed was to administer the Home Language Survey as part of the intake package. New students to the system are administered the LAB R within 10 days of entry.

During the oral interview parents and students were explained their program choices which used to be transitional bilingual program or free standing ESL.

Currently Far Rockaway HS has a free standing ESL Program.

Ms. Tania Torres, AP, PPS is currently the grade advisor for all ELL's. She is responsible for conducting initial screening and administering HLIS and LAB R, if necessary.

Every ELL is administered the NYSESLAT yearly. The NYSESLAT is administered during the official administration period.

Far Rockaway High School hosts meetings for parents of ELL's once a term. During these meetings, program choices, required exams and graduation requirements are discussed.

All mailings are translated and entitlement letters are mailed as well as distributed to students in their ESL class. The ESL teacher and the Parent Coordinator are involved in this process.

During the intake oral interview with parent, the parent selects the transitional bilingual program or the ESL program. The interview is conducted in Spanish for Spanish speaking parents.

Most of the Spanish speaking parents 98% select the Transitional Bilingual Program. Parent requests are granted.

Parents are explained that they may not opt out of ESL services.

Programming and Scheduling Information

Presently Far Rockaway High School has self contained ESL classes. ELL students are programmed based on their English proficiency levels as indicated on the NYSESLAT result.

Beginning level students are programmed for three ESL periods a day.

Intermediate level students are programmed for two ESL periods a day.

Advanced level ELL's are programmed for one period of ESL and one period of ELA a day.

Our periods are 50 minutes. Therefore, all ELL's receive more than the mandated number of minutes of NYSCR Part 154.

ELL's are receiving instruction utilizing Achieve 3000 software program. This program is administered with the goal of offering support for content areas.

Our transitional bilingual program and our SIFE program have been discontinued because of the number of ELL's and because of our phase out status. We do not have new entrants.

The ESL teacher receives PD twice a month in the school as well as selected workshops offered by our CFN.

Achieve 3000 has provided professional development as well for all staff.

The parent coordinator holds special meetings for ELL parents. Surveys have been given to parents with the goal of obtaining feedback as to what their needs are.

Community Mediation Services, our school based SBO, has a dedicated staff member who works with our ELL parents.

Part B

1. Some of the patterns revealed on the NYSESLAT are:

- beginning level students are more deficient in speaking and writing
- intermediate level students are more deficient in listening and writing
- advanced level students do better in listening and speaking

2. In all ESL classes differentiated instruction is implemented. Teacher focuses on individual student needs after strengths and weaknesses have been identified based on a variety of assessment. Tools such as ELL periodic assessment, ELA Regents results, teacher made exams and NYSESLAT. Achieve 3000 has been used to address individual students' proficiency level.

3. ELL's have performed slightly higher in the 5 required Regents exams. Most of the Spanish speaking ELL's choose to take the Global and US Regents in Spanish.

4. School leadership has learned that the results of the ELL periodic assessment are similar to the results of the NYSESLAT. Beginning level students are more deficient in speaking and writing. Intermediate level students are more deficient in listening and writing. Advanced level students do better in listening and speaking.

5. The success of Far Rockaway High School's program for ELL's is evaluated by:

- a review of class grades each marking period
- a review of credit accumulation
- a review of grade promotion record
- a review of Regents exam results
- results of ELL periodic assessment
- results of teacher made exams
- results of NYSESLAT

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 27Q465	School FAR ROCKAWAY HS
Principal Denise J. Hallett	Assistant Principal Tania Torres
Coach NA	Coach NA
Teacher/Subject Area Patrick Roberts/ESL	Guidance Counselor
Teacher/Subject Area Edita Santiago/FL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lewis Hobgood
Related Service Provider Brenda Williams	SAF Linda Waite
Network Leader Marisol Bradbury	Other T. Torres, Grade Advisor

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	258	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	20.93%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0				0
Dual Language (50%:50%)					0
Freestanding ESL					
Self-Contained		17	3	34	54
Push-In					0
Total	0	17	3	34	54

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE		ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10			44					2	52
Total	8	0	0	44	0	0	0	0	2	52

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish		15	3	28	46
Chinese					0
Russian					0
Bengali				2	2
Urdu					0
Arabic					0
Haitian Creole		2		4	6
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	0	17	3	34	54

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Professional Development and Support for School Staff

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

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?

4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)		10		3	13
Intermediate(I)			2	23	25
Advanced (A)			1	15	16
Total	0	10	3	41	54

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B		10	1	2
	I				
	A				
	P				
READING/WRITING	B		9		1
	I		3	2	20
	A			2	14
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	29		23	
Math A				
Math B	2		1	
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment	22		17	
Physics				
Global History and Geography	22		13	
US History and Government	24		19	
Foreign Language	15		15	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

NYSAA Science				
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Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		2	30					
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following	
1.	What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2.	How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3.	For each program, answer the following: <ul style="list-style-type: none"> a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language? b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4.	For dual language programs, answer the following: <ul style="list-style-type: none"> a. How are the English Proficient students (EPs) assessed in the second (target) language? b. What is the level of language proficiency in the second (target) language for EPs? c. How are EPs performing on State and City Assessments?
5.	Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tania Torres	Assistant Principal		
Lewis Hobgood	Parent Coordinator		
Patrick Roberts	ESL Teacher		
	Parent		
Edita Santiago/FL	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	School Achievement Facilitator		
Marisol Bradbury	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications

I. Instructional Program for ELLs :

The Spanish Bilingual Program offers content area classes in all major subjects. In Social Studies we offer Bilingual Global classes 1 through 4, Bilingual US History and Government and Bilingual Economics. In Science, we offer Bilingual Living Environment and Bilingual Chemistry. In Math, we offer Bilingual Math A and B. The total number of Bilingual content area classes is usually 50 classes per term. All Bilingual classes are aligned with the mainstream content area standards.

Every student in our Bilingual Spanish Program receives one period a day of Spanish Native Language Arts (NLA) instruction. Our NLA Program consists Beginning Level NLA, Intermediate Level NLA, Advanced Level NLA and Advanced Placement classes. We offer both Advanced Placement Spanish Language and Advanced Placement Spanish Literature. The total number of NLA classes is usually 6 per term.

In collaboration with the Special Education Department we have implemented a new Inclusion Initiative by which Bilingual Special Education students are mainstreamed into Bilingual General Education classes with the support of a Special Education teacher. In addition, these Special Education students receive ESL instruction in self-contained classes.

Our ESL program includes all the ELL (English Language Learners) students in the building, students in both the Bilingual program and the Free-Standing ESL program. Our beginning level students take three periods of ESL every day (510 minutes/week). Intermediate students take two (195 minutes/week) and one period of ELA daily. The Tax-Levy class is supplemented by either one or two PCEN funded classes. The PCEN funded class is designed to reinforce content area vocabulary and concepts. All ESL classes are aligned with the ELA standards. All Advanced and Transitional ESL classes prepare students for the English Regents.

Assessment is done through the holistic approach where rubrics are used in both Bilingual and ESL classes. Testing procedures are fair and unbiased. Students are identified as ELL initially by the use of the LAB-R (Language Assessment Battery – Revised) exam, which is administered upon their arrival into the United States. In addition, annual assessment to determine whether or not the student will remain in the ESL program is performed by the use of the NYSESLAT (New York State English as a Second Language Achievement Test).

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Every effort is made to involve the parents of our ELL students in their child's education. Orientation programs are conducted in Spanish. Separate informational meetings are scheduled during the year in Spanish and English in an attempt to help parents receive the information in their Native

Language. In addition, to the general orientation, parents of bilingual students receive a separate orientation. All mailing and information materials are translated. Also, in order to encourage parents to attend PA meetings arrangements for translators are made whenever possible.

III. Staff Development (2007-2008 activities—tentative dates and ELL-related topics):

Staff development is on-going for all ESL, Bilingual and NLA teachers. Professional Development is dedicated to the improvement of strategies for ESL as well as NLA classes. Literacy development will be addressed by offering strategies that could be implemented for our SIFE (Students with Interrupted Formal Education) students.

Collaboration with both the content area Assistant Principals will take place all year to offer professional development that is aligned with the training offered to the mainstream teachers. When possible, content area teachers will attend the professional development for their perspective content area.

Furthermore, we will work closely with the Teacher Center Facilitator to offer workshops that will include developing literacy and language skills, integrating skill of the week into the ESL and NLA curriculum, using the workshop model of instruction, and integrating the Balanced Literacy approach into the ESL, NLA and Bilingual content area classes. Weekly Study Groups will address the implementation of learned strategies.

Finally, there will be professional topics during the monthly departmental meetings.

IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

There is a Bilingual Guidance Counselor, a Bilingual Grade Advisor, and Bilingual CBO who serve ESL/Bilingual students. There is also a Bilingual Social Worker in the School Clinic. There is evening counseling for parents and students on a regular basis.

V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

All students in NLA are tested by teacher made assessments and by a departmental uniformed Midterm and final exam. Eligible students are administered the ELE exam and Regents in Foreign Language. In addition, students programmed for Advanced Placement classes are administered AP exams.



*FAR ROCKAWAY HIGH SCHOOL
821 BAY 25TH STREET
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Far Rockaway High School Language Allocation Policy 2009 - 2010

FAR ROCKAWAY HIGH SCHOOL offers a Transitional Bilingual Spanish Program and a Free Standing ESL for non-Hispanic ELLs. Both programs provide students with three periods of ESL instruction in the beginning level (645 minutes/week), two periods of ESL (430minutes/week) in the intermediate level, one period of ELA and one period of ESL (215minutes/week) in the advance level(as required in Part 154 regulations).

In addition Native Language Arts is provided in every level and content area instruction parallels mainstream content courses.

The program offers academic rigor, differentiated instruction, computer assisted instruction and standard based literacy in both languages. Interactive model of instruction is implemented in every class using a balanced literacy approach.

The ESL free standing program is provided to non-Spanish speaking ELL students. The program follows part 154 regulations.

An ESL Grade Advisor and a CBO have been assigned to the ELL population thus providing guidance intervention to the ELLs. In addition support services which include tutoring, PM school counseling and Saturday school are provided.

ELL students who have been identified as SIFE (Students with Interrupted Formal Education) are given additional help through a program designated to help them.

Beginning level ESL students receive 3 periods of ESL per day, Intermediate Level ESL students receive 2 periods of ESL per day and Advanced ESL students receive 1 period of ELA and 1 period of ESL daily as per Part 154 guidelines. Once the students receive proficiency in English as indicated by the NYSESLAT, they are mainstreamed into the general population with continued support from the ESL Department staff. All students in the Bilingual Program receive 1 period of NLA daily. Furthermore, all bilingual content area classes are aligned with their mainstream counterpart. During the daily instruction, students are exposed to a plethora of teaching practices that include: , SIOP Model, Think-Pair-Share, Anticipation Guide, Role Play, TPR (Total Physical Response), Semantic Mapping & Graphic Organizers. In addition, all ESL classes follow an Interactive Approach where all language modalities are integrated.

At Far Rockaway HS, we review the data and treat each student individually. A review of the assessment data indicates the following needs:

- Of the 63 ELL students 14 are SIFE (Students With Interrupted Formal Education)
- The results of the NYSESLAT indicated that out of the 60 students who were tested::
 - 12 are at the Beginning Level of English Proficiency as compared to 26 students in 2008*
 - 47 are at the Intermediate Level of English Proficiency as compared to 51 students in 2008*
 - 12 are at the Advanced Level of English Proficiency as compared to 16 students in 2008*
 - 3 students tested Proficient as compared to 13 in 2008*

*(As found in the most recent data in ATS)

We need to continue to increase English proficiency level acquisition as indicated by results of the NYSESLAT. We need:

- Increased instructional time for students through supplementary tutoring program.
- Increased SIFE student’s acquisition of literacy and numerical skills.
- Increased number of ELLs acquiring proficiency
- Increased content area proficiency by additional tutoring programs in the content area.

Results of movement in language acquisition were as follows:

# OF STUDENTS WHO STAYED AT THE SAME LEVEL	# OF STUDENTS WHO WENT DOWN ONE OR MORE LEVELS	%#OF STUDENTS WHO WENT UP ONE OR MORE LEVELS
37	3	14

This indicates that the majority of our students stayed at the same level. Of this group, we analyzed the data and identified long term ELLs to provide added services. An analysis of the 3 students who went down shoed 3 students were Long Term Absence students and the other student the ESL teacher was asked to work individually with the students to help them succeed.

Title III funds will allow Far Rockaway HS to offer a program during the 2009 – 2010 school year that will improve student performance by:

- Offering an extra (supplemental) course for ELL students after their regular instructional day
- Student Support (books)

With the Title III Supplemental Services we intend to offer supplemental instructional support for our students, purchase books and provide support for the parents of our ELLs with a workshop addressing student performance, how parents can support students, school collaboration, etc

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff development is on-going for all ESL, Bilingual and NLA teachers. Professional Development is dedicated to the improvement of strategies for ESL as well as NLA classes. Literacy development will be addressed by offering strategies that could be implemented for our SIFE (Students with Interrupted Formal Education) students.

Collaboration with both the content area Assistant Principals will take place all year to offer professional development that is aligned with the training offered to the mainstream teachers. When possible, content area teachers will attend the professional development for their perspective content area.

Furthermore, we will work closely with the ESO CFN 2 Instructional staff to offer workshops that will include developing literacy and language skills, integrating skill of the week into the ESL and NLA curriculum, using the workshop model of instruction, and integrating the Balanced Literacy approach into the ESL, NLA and Bilingual content area classes. Bi-weekly Study Groups will address the implementation of learned strategies.

Finally, there will be professional topics during the monthly staff meetings.

VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

There is a Bilingual Guidance Counselor, a Part-time Bilingual Grade Advisor, and Bilingual CBO who serve ESL/Bilingual students. .

VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

All students in NLA are tested by teacher made assessments and by a departmental uniformed Midterm and final exam. Eligible students are administered the ELE exam and Regents in Foreign Language. In addition, NYSESLAT, PSAT, etc

School: 27Q465 Far Rockaway High School

BEDS Code: 342700011465

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$3000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$1995.60	40 hours of per session for ESL teacher to support ELL Students: 40.5 hours x \$49.89 (current teacher per session rate with fringe) = \$1995.60)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	None	None
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$900.50	NYSESLAT Preparation Books (Empire) Vocabulary Building Books-200 Words You Should know Things You Should Know about Health Things You Should Know about Spending and Saving Money Finish Line for ELLa Journey into Reading
Educational Software (Object Code 199)	None	None
Travel	None	None
Other Parents	\$104.00	Refreshments for 1 Parent Workshops Mid year Share out Information, Supporting ELLs, Collaboration with School
TOTAL	\$3000. 00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Far Rockaway HS data shows that the major language other than English spoken by the parents is Spanish. All mailings and phone master messages are translated to Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have found that Spanish speaking parents respond to letters and messages that are translated to Spanish.

Part B: Strategies and Activities

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

All material is translated by In-House staff, mainly AP PPS, who is bilingual.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Besides written and oral translation, oral interpretation is provided for parents who visit school

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are informed about Chancellor's Regulation A-663 Translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	364,730	16,136	380, 866
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,648		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		163.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,237		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		816.00	
6. Enter the anticipated 10% set-aside for Professional Development:	36,473		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1631.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___100%___
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Far Rockaway High School will annually conduct a comprehensive needs assessment; including an ongoing examination of student/Teacher performance data, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

Far Rockaway High School will use disaggregated student results on State and City assessments Grades 3-8, District benchmark assessments, the ARIS, NYS Regents Examinations, and classroom-level measures to assess the achievement of students in relation to the State standards. Data will also be reviewed to identify other factors that may affect student performance, i.e., attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help Far Rockaway High School to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

As a School wide Program school, Far Rockaway High School our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

Are consistent with and are designed to implement State and local improvement, if any.

- Emphasis on “quality first teaching” teachers taking ownership of student performance outcomes.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

3. Instruction by highly qualified staff.

Instruction by highly qualified staff.

All teachers remaining in Far Rockaway High School, for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in Far Rockaway High School that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards. Far Rockaway High School, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in, Far Rockaway High School by a Professional Development Team, which includes the Instructional Support Network staff Empowerment Schools-ESO Children First Network, Principal, Assistant Principals, selected teachers.. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program that takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the ESO Instructional Support Network

and the Council of Supervisors and Administrators-CSA Leadership Training for all supervisors tenured and non-tenured to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data

- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.

The ESO HR staff has assisted in the placement of 100% certified staff., the Principal and/or designee will continue to attend Job Fairs conducted centrally. The DOE also advertised in local papers, recruited through universities, and we also worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows

Far Rockaway High School will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

Additionally, in order to meet the requirement of 100% high quality teachers by June 2010, the school will take steps to do the following:

- At the school level, ensure that all teachers are working within their certification/license area.
- Identify all teachers, at the school level and with NYCDOE – Human Resources to determine which teachers are not certified in the core subject area that they are teaching.
- Provide information to teachers about NYSED requirements for teacher certification.
- Provide onsite courses when possible or provide information on courses for certification with NYCDOE locations.
- Provide financial assistance to teachers (using 5% Title I set-aside funds) taking college courses to complete requirements for state certification.
- Provide information and/or assistance with regard to the NYSED certification testing program.
- Assist qualified teachers with HOUSSE certification requirements.

5. Strategies to increase parental involvement through means such as family literacy services.

Far Rockaway High School will develop and implement strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, Far Rockaway High School will arrange for workshops focused on parent involvement strategies, literacy and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Learning Support Center and network support staff will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and SWD issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for Far Rockaway High School.

Our Parents as Partners program also encourages parents to participate in school wide literacy initiatives such as our school wide novels, sharing books and reading with parents, open invitation to parents to use the school's library, open invitation to parents to write for the Parent newsletter.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. NA
Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs will encompass:

Activities for Teachers:

- Demonstrate interest and support to each child's family through phone calls and other personal contacts.
- Provide opportunities for parents to volunteer in the classroom.
- Provide learning activities for parents to do with their children at home.

Activities for School Administrators:

- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PA/PTA, which can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.
- Provide parent education workshops.
- Link families and children with health and social services in the community.

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Measures taken to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and improve the achievement of individual students and the overall instructional program will include but is not limited to:

Teachers will be engaged in ongoing discussions and decision-making processes with Far Rockaway High School administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program.

Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

Open access to all DOE/SED information regarding academic assessments

Teachers will be afforded opportunities at common planning meetings and other professional development activities to share practices and discuss relevancy of assessments to be used to those that are in use.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students will receive pullout.

Far Rockaway High School will use disaggregated State and City assessments NYS Regents Examinations, Acity-CTB McGraw-Hill and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction, tutoring in math and ELA, tutoring in our Saturday Institute.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain SWD issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, adult education, vocational and technical education, and job training.

10. Strategies to increase parental involvement through means such as family literacy services.

Far Rockaway High School will develop and implement strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, Far Rockaway High School will arrange for workshops focused on parent involvement strategies, literacy and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and SWD issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the CFN2 network will also help coordinate the activities of the Parent Coordinator for Far Rockaway High School.

Our Parents as Partners program also encourages parents to participate in school wide literacy initiatives such as our school wide novels, sharing books and reading with parents, open invitation to parents to use the school's library, open invitation to parents to write for the Parent newsletter.

The ESO will work closely with our school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS
NOT APPLICABLE**

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.



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Far Rockaway High School Parent Involvement Policy 2009-2010

Far Rockaway High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Far Rockaway High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Notices with meeting information encouraging parent participation will be backpacked with students
 - Phone messages will be sent out requesting parental involvement
 - Workshops informing parents of their rights will be conducted
2. Far Rockaway High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Notices with meeting information encouraging parent participation will be backpacked with students
 - Phone messages will sent out requesting parental involvement
 - Workshops informing parents of their rights will be conducted
3. Far Rockaway High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Workshops and trainings will be made available for parents
4. Far Rockaway High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Far Rockaway High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and participation in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - A survey will be compiled by the members of the School Leadership Team, which includes parents and the Parent Coordinator.
5. Far Rockaway High School will build the capacity of the school and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 - workshops on various academic topics such as the curriculum, regents, and graduation requirements will be offered
 - training will be available on various topics such as how to assist students with their homework, how to assist students preparing for regent exams and how to assist students preparing for college
 - offer parents transportation to various related conferences in-State and out-of-State
 - Computers will be available in the Parent Room/School for use by parents
 - Parent Coordinator will be available in the Parent Room/School to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Computers will be available in the Parent Room/School for use by parents
 - Computer literacy classes will be offered to parents
 - Parent Coordinator will be available in the Parent Room/School to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - Computers will be available in the Parent Room/School for use by parents
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel , principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - On-going workshops and trainings will be conducted.
 - Periodic cooperative meetings inclusive of parents and aforementioned parties will be convened to measure the effectiveness of the workshops and trainings
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - Parent Coordinator will be available in the Parent Room/School to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - The Parent Room/School of the School will have computers and community resource information available to parents.

e. The school will take the following actions to ensure that the information related to the school and parent-programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The school will work with the ESL Coordinator to secure appropriate translations of printed materials for distribution to parents
- The school will work with the ESL Coordinator to provide appropriate translators for parent meetings

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT meeting agenda. This policy was adopted by Far Rockaway High School on __06/03/2009__ and will be in effect for the period of 1 year 2009 -2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.



*FAR ROCKAWAY HIGH SCHOOL
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Assistant Principals

Tania Torres

Christine Fields

Tina Johnson

Gail Lambert

Tuwanna Williams-Gray

2009 - 2010

Title I School-Parent Compact

Far Rockaway High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

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

Far Rockaway High School will:	The Parent/Guardian will:
<p style="text-align: center;"><u>School Responsibilities</u></p> <ol style="list-style-type: none"> 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Teachers will receive ongoing professional development, which includes but not limited to twice a week in the summer and twice per month during the school term. 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: October 29, and 30, 2009 and March 18 and 19, 2010. 3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: by monthly mailings. 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before school and by appointment. 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Parent Coordinator will communicate with the Principal to assess school needs. Volunteer activities will be coordinated by the Parent Coordinator. Training and workshops will be provided to all parent volunteers. 6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way. 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. 8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title 	<p style="text-align: center;"><u>Parent Responsibilities</u></p> <p>We, as parents, will support our children’s learning in the following ways:</p> <ul style="list-style-type: none"> ○ Attending workshops and trainings. ○ Attending PTA and School Leadership Team meetings. ○ Maintaining contact with child’s guidance counselor and teachers. ○ Attending Parent and Teacher Conferences. ○ Monitoring attendance. ○ Making sure that homework is completed. ○ Monitoring amount of television their children watch. ○ Volunteering in my child’s classroom. ○ Participating, as appropriate, in decisions relating to my children’s education. ○ Promoting positive use of my child’s extracurricular time. ○ Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. ○ Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups. <p style="text-align: center;"><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> ○ Do my homework every day and ask for help when I need to. ○ Read at least 30 minutes every day outside of school time. ○ Give to my parents or the adult who is responsible for my welfare all

I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- notices and information received by me from my school every day.
- Maintain contact with my guidance counselor.
 - Provide my parents / guardians with school notices.
 - Attend tutoring sessions in subject areas that I find difficult.

FAR ROCKAWAY HIGH SCHOOL
SCHOOL

JUNE 2009
DATE

PARENT SIGNATURES

DATE

STUDENT' SIGNATURES

DATE

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status:	ELA Restructuring Advanced Math Restructuring Advanced Graduation Good Standing SURR Mathematics	SURR¹ Phase/Group (If applicable):	11
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Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

The findings from the school’s data profile indicate that the specific academic issues which caused the school to be identified were:

Mathematics AYP 2008 -2009 safe harbor target 135; made 131 did not make AYP

ELA AYP not making AYP 2008 -2009 safe harbor target 132; made 131 did not make AYP

Graduation rate progress target 43% our rate 46% we made AYP

The specific issues appear to be:

Student attendance, periodic and LTAs continue to interfere with student’s receiving consistent meaningful instruction

Poor skill development with some students still not breaking out of performance levels I and II

Teacher development still needed to support teacher frustrations and lack of skill and knowledge to address students at performance levels I and II

Continued support for supervisors to be equipped to develop teachers who can work with students at performance levels I and II

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Teachers will be engaged in ongoing discussions and decision-making processes with Far Rockaway High School and ESO network instructional support regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Far Rockaway High School_ will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

experiencing affective-domain SWD issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

Professional development for staff will be coordinated in Far Rockaway High School by a Professional Development Team, which includes the Principal, ELA and Math Assistant Principals, Lead ELA Teacher, Math Coach and the ESO network instructional support team. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Far Rockaway High School will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

Far Rockaway High School will use disaggregated student results on State and City assessments Grades 3-8, District benchmark assessments, the Grow Report, NYS Regents Examinations, NYCDOE assessments and classroom-level measures to assess the achievement of students in relation to the State standards. Data will also be reviewed to identify other factors that may affect student performance, i.e., attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

School wide strategies that:

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Meet the educational needs of students with severe socioeconomic problems.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Emphasis on “quality first teaching” teachers taking ownership of student performance outcomes. Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
Continued Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The 10 percent of the Title I funds for professional development will be used to:

Provide ongoing professional development for all staff during, before and after school on topics identified as needed to improve teaching and learning, from student data and teacher request, e.g. Differentiated instruction, use of technology, lesson planning, use of data to inform instruction, aligning curriculum with standards, motivating students, examining student work, student assessment and improving writing, cultivating parents as partners in improving student performance, curriculum development and strategies to improve instruction

hire consultants who will be used to develop curriculum, and or provide focused professional development to address the teaching and learning needs and to improve student performance levels to improve regents performance, promotion and graduation rate.

Purchase books, guides and other consumable supplemental resources to improve student performance in ELA (writing), Mathematics

Conduct on/off site professional development activities that allow staffers to study the status of student performance and examine teaching and learning policies and practices in a non threatening collegial atmosphere

Purchase novels for students, parents and staff to encourage school wide reading, discussion of text, independent reading, guided reading and/or literary circles to improve the literacy levels which can have a direct impact on the ELA performance rate.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program, supported by Central/District Lead Instructional Mentors (LIM), and Assistant Principals which is a critical component of the support and professional development for new teachers, is in place for Far Rockaway High School. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Teachers will be paired with more experienced teachers that are qualified master teachers.

Teachers will be allowed opportunities in their daily schedule for intervisitations to other teachers' classroom that are both inter and interdisciplinary.

Workshops that offered through the UFT and other organizations will be shared and participation encouraged

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will do the following to notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand using the following actions:

My staff and I will:

- Share notices via backpack/mailings, email, etc regarding meetings to impart information to notify parents and encourage their participation
- Send information via use of our Phone message service which will be sent informing parents of school wide activities, celebrations, meetings, requesting parental involvement
- Conduct workshops informing parents of their rights will be conducted for activities such as SURR, SES, Title I funding, Graduation criteria, Phase out dates.
- Provide all the necessary coordination, technical assistance, and any other support for parents to insure that our parents are well-informed in the school's role and their role for effective parental involvement activities to improve student academic achievement and school performance:
- Work with our parents to insure that there are effective Title I parental involvement strategies for greater parental involvement by having an annual evaluation of the content and participation; this will also include parent activities (with particular attention to parents who are economically disadvantaged, disabled, with limited English proficiency, limited literacy, and all racial/ethnic backgrounds. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- A survey will be compiled by the members of the School Leadership Team, which includes parent members and the Parent Coordinator.

- Other strategies will be investigated and implemented to build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents, to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - workshops on various academic topics such as the curriculum, regents, and graduation requirements will be offered
 - training will be available on various topics such as how to assist students with their homework, how to assist students preparing for regent exams and how to assist students preparing for college
 - offer parents transportation to various related conferences in-State and out-of-State
 - Computers will be available in the Parent Room, school library and labs for use by parents
 - Parent Coordinator will be available in the Parent Room to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Computers will be available in the Parent Room, school library and labs for use by parents
 - Computer literacy classes will be offered to parents
 - Parent Coordinator will be available in the Parent Room to provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - On-going workshops and trainings will be conducted for the aforementioned
 - Periodic cooperative meetings inclusive of parents and aforementioned parties will be convened to measure the effectiveness of the workshops and trainings

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Mathematics

SURR Group/Phase: 11

Year of Identification: 2005

Deadline Year: 2009

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
<p>September 2009 SED Liaison John Miller/Bheam Persaud</p> <p>October 2009 SED Liaison John Miller</p> <p>NYCDOE Phase out School Review May 2009 Sam Sloves-Office of Portfolio Development NYC DOE</p>	<p>Regularly scheduled support visits to review:</p> <ul style="list-style-type: none"> • Data regarding student performance • Teacher growth and development • Examine curriculum <p>The recommendations were based on the Quality Statements of the areas listed below and the school was scored based on these categories:</p> <p>What the school does well</p> <ul style="list-style-type: none"> · Regular PD and common planning time with a focus on improving literacy · ESL teachers use data to plan and support 	<p>As per the suggestion of the SED Liaison</p> <ul style="list-style-type: none"> • Data monitored and shared with all constituents • Accountability groups targeted for support • Professional development to address accountability areas • Curriculum revisited to address accountability areas <p>As per the report, the school is taking the following actions to improve the school:</p> <ul style="list-style-type: none"> • Focus academic strategies and management efforts to a greater

	<p>differentiated learning</p> <ul style="list-style-type: none"> · School has supports for ISS and ELL students · Structures for out-reach to at risk students · Administration uses data to target instructional support for students <p>Areas for Improvement</p> <ul style="list-style-type: none"> · Look for ways to improve attendance · Bring back Advanced placement classes and enrichment opportunities · Expand differentiation via the use of data and student centered practices · Build on teacher's goals for students to include teacher goals for professional evolution 	<p>extent on the needs of the student population the school is currently serving.</p> <ul style="list-style-type: none"> • Expand parental support and cooperation to turn around attendance, lateness, and management concerns that have a negative impact on student learning. Develop teacher accountability so that it becomes a shared goal embraced by all faculty members. • Align curriculum and instruction more closely with the New York State Regents mandates. • Provide professional development that assures consistency of implementation at the classroom level. • Enhance positive public relations for the high school by regularly highlighting successful programs and events through such means as the community newspaper, school website, and school newsletter.
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**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The staff of **Far Rockaway High School** reflected on the alignment of our curriculum and student performance on several assessments including ALL subject Regents, RCTs, and NYSESLAT examinations. Our reflection led to the following response:

We will work to improve the alignment of our curricula with the NYS learning standards.

The NYS Learning standards for education requires educators to align their curricula with the standards for their subject areas and the standards for other disciplines. The resulting curricula will present the subjects holistically, linking concepts and processes across disciplines, and articulating them throughout the students' years in high school. To create and implement this curriculum, educators will need broad content knowledge and a new vision for what students are expected to learn in their subject areas.

We will continue to distribute copies of and use the NYS Learning standards as the foundation for all lesson plans. This will be the foundation and resource for content and skills to be covered, subject area and learning standards to be mastered, essential questions which serve as the scope and sequence of a unit, and assessments.

We will continue to develop and review all lesson plans and teacher assessments to insure alignment with the learning standards. Teachers will collaborate with administrators and each other forming teams to address the components to include in curricula and lessons, addressing the learning standards and the needed uniformity in content, skills and learning standards. The areas listed below will be threaded throughout all subject area instruction.

- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- **Think** analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

We will continue to provide ongoing professional development on alignment of the NYS standards/skills with our curricula.

Via professional development days, common planning meetings and professional development opportunities before and after school, activities are in place to continue to develop curricula aligned to the NYS Core Curriculum. Participants will develop a document that aligns a portion of a grade level to local objectives, learning standards, key ideas, and performance indicators. The document will provide a model for continued curriculum alignment. With the support of all supervisors and expert individuals in this area

- Our Teachers will become familiar with and develop curricula aligned with NYS learning standards, key ideas, and performance indicators.
- Our Teachers will create the curriculum document for reference and use.
- Our Teachers will develop tasks for implementing the aligned local objectives.

We will continue Teacher observations by Supervisors with specific notation of curriculum alignment/skills and learning standards

Teacher pre observation conferences will identify NYS learning standards that will be addressed along with the skills and content that will be taught. Supervisors' observations will note the evidence of this and the effectiveness of the Teacher's ability to thread this information throughout their lesson. The Teacher's assessments will be examined for evidence of success and student mastery in the content, skills, and concepts of the NYS Learning standards.

Teacher post observation conferences will afford Teacher and Supervisor an opportunity to review the curriculum alignment/skills/concepts and assess level of success. Immediate feedback will provide information on strengths, weaknesses areas for improvement and further development. Interclass visitations for all Teachers with the focus of alignment of the curricula with learning standards/skills/strategies concepts allows all teachers to see various ways of addressing this practice amongst our learning community.

The principal's ongoing weekly meetings with all supervisors provide an opportunity for an interdisciplinary discussion regarding the school wide approach and address those areas that need continued support and development.

We will continue to examine the alignment of all curricula, learning standards, and Regents, RCTs, NYSESLAT assessments

Curriculum/Course Alignment /NYS Learning Standards/Assessments

Students learn best when the instruction they receive and the assessments used align with state standards. To ensure student achievement, it is critical that the **curriculum**, **instruction**, and **assessment** align. The essential academic learning requirements, including the grade level expectations, will provide the foundation of the defined **curriculum** of our school. Our curriculum documents may take a variety of forms: a curriculum guide or scope and sequence, a course syllabus, or a unit or lesson plan.

Instruction refers to the implementation of the defined curriculum—the teacher’s methods and use of instructional resources.

Assessment takes many forms, including diagnostic, classroom-based formative and summative assessments that measure student proficiency of the defined curriculum.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the

indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The staff of **Far Rockaway High School** reflected on the alignment of our curriculum and student performance on several assessments including ALL subject Regents, RCTs, and mathematics examinations. Our reflection led to the following response:

We will work to improve the alignment of our curricula with the NYS learning standards.

The NYS Learning standards for education requires educators to align their curricula with the standards for their subject areas and the standards for other disciplines. The resulting curricula will present the subjects holistically, linking concepts and processes across disciplines, and articulating them throughout the students' years in high school. To create and implement this curriculum, educators will need broad content knowledge and a new vision for what students are expected to learn in their subject areas.

We will continue to distribute copies of and use the NYS Learning standards as the foundation for all lesson plans. This will be the foundation and resource for content and skills to be covered, subject area and learning standards to be mastered, essential questions which serve as the scope and sequence of a unit, and assessments.

We will continue to develop and review all lesson plans and teacher assessments to insure alignment with the learning standards. Teachers will collaborate with administrators and each other forming teams to address the components to include in curricula and lessons, addressing the learning standards and the needed uniformity in content, skills and learning standards. The areas listed below will be threaded throughout all subject area instruction.

- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- **Think** analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities.**

We will continue to provide ongoing professional development on alignment of the NYS standards/skills with our curricula.

Via professional development days, common planning meetings and professional development opportunities before and after school, activities are in place to continue to develop curricula aligned to the NYS Core Curriculum. Participants will develop a document that aligns a portion of a grade level to local objectives, learning standards, key ideas, and performance indicators. The document will provide a model for continued curriculum alignment. With the support of all supervisors and expert individuals in this area

- Our Teachers will become familiar with and develop curricula aligned with NYS learning standards, key ideas, and performance indicators.
- Our Teachers will create the curriculum document for reference and use.
- Our Teachers will develop tasks for implementing the aligned local objectives.

We will continue Teacher observations by Supervisors with specific notation of curriculum alignment/skills and learning standards

Teacher pre observation conferences will identify NYS learning standards that will be addressed along with the skills and content that will be taught. Supervisors' observations will note the evidence of this and the effectiveness of the Teacher's ability to thread this information throughout their lesson. The Teacher's assessments will be examined for evidence of success and student mastery in the content, skills, and concepts of the NYS Learning standards.

Teacher post observation conferences will afford Teacher and Supervisor an opportunity to review the curriculum alignment/skills/concepts and assess level of success. Immediate feedback will provide information on strengths, weaknesses areas for improvement and further development.

Interclass visitations for all Teachers with the focus of alignment of the curricula with learning standards/skills/strategies concepts allows all teachers to see various ways of addressing this practice amongst our learning community. The principal's ongoing weekly meetings with all supervisors provide an opportunity for an interdisciplinary discussion regarding the school wide approach and address those areas that need continued support and development.

We will continue to examine the alignment off all curricula, learning standards, and Regents, RCTs, mathematics assessments

Curriculum/Course Alignment /NYS Learning Standards/Assessments

Students learn best when the instruction they receive and the assessments used align with state standards. To ensure student achievement, it is critical that the **curriculum**, **instruction**, and **assessment** align. The essential academic learning requirements, including the grade level expectations, will provide the foundation of the defined **curriculum** of our school. Our curriculum documents may take a variety of forms: a curriculum guide or scope and sequence, a course syllabus, or a unit or lesson plan.

Instruction refers to the implementation of the defined curriculum—the teacher's methods and use of instructional resources.

Assessment takes many forms, including diagnostic, classroom-based formative and summative assessments that measure student proficiency of the defined curriculum.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See above section ELA

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
See above section Mathematics

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable √ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See program description for ELLs in previous section, also data of performance of ELLs supports this response.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See program description for ELLs in previous section, also data of performance of ELLs supports this response.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Whereas these findings may have been applicable to this school several years ago at this time it is not. The reason is that: The assistant principal is very thorough in the sharing of information from students IEPs that impact instruction Student accommodations are shared with follow through regarding what support each accommodation may need The assistant principal makes observations, formal/informal and conducts snapshots to insure tat IEP information is implemented. Information regarding SETTS, CTT, etc are revisited each term.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Whereas these findings may have been applicable to this school several years ago at this time it is not. The reason is that: The assistant principal is very thorough in the sharing of information from students IEPs that impact instruction Student accommodations are shared with follow through regarding what support each accommodation may need The assistant principal makes observations, formal/informal and conducts snapshots to insure tat IEP information is implemented. Information regarding SETTS, CTT, etc is revisited each term.

In addition, BIPs and student portfolios help to document student issues, concerns and improvement that can be shared with student, parents and other relevant staffers.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The staff of **Far Rockaway High School** reflected on the alignment of our curriculum and student performance on several assessments including ALL subject Regents, RCTs, and NYSESLAT examinations. Our reflection led to the following response:

We will work to improve the alignment of our curricula with the NYS learning standards.

The NYS Learning standards for education requires educators to align their curricula with the standards for their subject areas and the standards for other disciplines. The resulting curricula will present the subjects holistically, linking concepts and processes across disciplines, and articulating them throughout the students' years in high school. To create and implement this curriculum, educators will need broad content knowledge and a new vision for what students are expected to learn in their subject areas.

We will continue to distribute copies of and use the NYS Learning standards as the foundation for all lesson plans. This will be the foundation and resource for content and skills to be covered, subject area and learning standards to be mastered, essential questions which serve as the scope and sequence of a unit, and assessments.

We will continue to develop and review all lesson plans and teacher assessments to insure alignment with the learning standards. Teachers will collaborate with administrators and each other forming teams to address the components to include in curricula and lessons, addressing the learning standards and the needed uniformity in content, skills and learning standards. The areas listed below will be threaded throughout all subject area instruction.

- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- **Think** analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities.**

We will continue to provide ongoing professional development on alignment of the NYS standards/skills with our curricula.

Via professional development days, common planning meetings and professional development opportunities before and after school, activities are in place to continue to develop curricula aligned to the NYS Core Curriculum. Participants will develop a document that aligns a portion of a grade level to local objectives, learning standards, key ideas, and performance indicators. The document will provide a model for continued curriculum alignment. With the support of all supervisors and expert individuals in this area

- Our Teachers will become familiar with and develop curricula aligned with NYS learning standards, key ideas, and performance indicators.
- Our Teachers will create the curriculum document for reference and use.
- Our Teachers will develop tasks for implementing the aligned local objectives.

We will continue Teacher observations by Supervisors with specific notation of curriculum alignment/skills and learning standards

Teacher pre observation conferences will identify NYS learning standards that will be addressed along with the skills and content that will be taught. Supervisors' observations will note the evidence of this and the effectiveness of the Teacher's ability to thread this information throughout their lesson. The Teacher's assessments will be examined for evidence of success and student mastery in the content, skills, and concepts of the NYS Learning standards.

Teacher post observation conferences will afford Teacher and Supervisor an opportunity to review the curriculum alignment/skills/concepts and assess level of success. Immediate feedback will provide information on strengths, weaknesses areas for improvement and further development. Interclass visitations for all Teachers with the focus of alignment of the curricula with learning standards/skills/strategies concepts allows all teachers to see various ways of addressing this practice amongst our learning community.

The principal's ongoing weekly meetings with all supervisors provide an opportunity for an interdisciplinary discussion regarding the school wide approach and address those areas that need continued support and development.

We will continue to examine the alignment of all curricula, learning standards, and Regents, RCTs, NYSESLAT assessments

Curriculum/Course Alignment /NYS Learning Standards/Assessments

Students learn best when the instruction they receive and the assessments used align with state standards. To ensure student achievement, it is critical that the **curriculum**, **instruction**, and **assessment** align. The essential academic learning requirements, including the grade level expectations, will provide the foundation of the defined **curriculum** of our school. Our curriculum documents may take a variety of forms: a curriculum guide or scope and sequence, a course syllabus, or a unit or lesson plan.

Instruction refers to the implementation of the defined curriculum—the teacher's methods and use of instructional resources.

Assessment takes many forms, including diagnostic, classroom-based formative and summative assessments that measure student proficiency of the defined curriculum.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
We have 2 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
STH students have a dedicated Guidance Counselor and are encouraged to join in house CBO for added support.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.